

School Board Journal

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DANGERS IN CHICAGO.

The Board of Education of Chicago afflicted from within and from without by dissension, disorder and distrust.



RECENT DECISIONS.

Validity of School Bonds.

As the board of education of a city of the fourth class, which is a part of the charter of cities of the fourth class, is charged with the conduct of the common schools of the city and entrusted with the control of the school funds, the action of the board in ratifying and approving the action of the city authorities in calling elections for the levy of an increased ad valorem tax of 15 cents for school purposes as expressly authorized and as amended by the issuance of bonds for school purposes, and in setting aside a part of the income of the board for the payment of the interest on the bonds and for their redemption, and also in joining with the city authorities in the issuance of the bonds authorized by the election, *cannot affect the validity of the bonds.*—Bowman v. City of Middlesboro, Ky.

Goods Sold by Trustee.

Where a contract for the construction of a schoolhouse was properly let to a solvent contractor, and was fully completed, the fact that the contractor purchased the lumber from a corporation in which one of the trustees of the school district was a stockholder, and thereafter assigned the orders drawn for the amount due under the contract through an attorney to such corporation, was *not a violation*, of the law declaring that no school trustee shall be interested in any contract made by the board of which he is a member.—Escondido Lumber, Hay and Grain Co. v. Baldwin, Cal.

Authority of County Board.

Under the law relating to the redistricting of public schools, and providing that the county board of education shall have the entire control of the public schools within their respective counties, unless otherwise provided by law, *the county board is a deliberative body charged with the duty of determining whether the employment by the district trustees of a teacher is such as in the furtherance of the educational interests of the district should be approved, and their reasons for approving or disapproving cannot be inquired into.*—Gibson v. Mabrey, Ala.

Separate Schools.

In the absence of a statute granting such power, a board of education of a city of the second class has no right to establish separate schools for white and colored children, and has no right to exclude a colored pupil from any public school on the ground alone that such pupil is colored.—Cartwright v. Board of Education of City of Coffeyville, Kans.

Employment of Teachers.

Under the law empowering boards of directors of school districts at regular or special meetings to contract with and employ teachers, and providing that all transactions of the board under the law must be recorded by the district clerk, the fact that an alleged contract for employment as a teacher, not made by the directors as a board, was recorded by the clerk, *did not constitute a ratification thereof.*—Pugh v. School Dist. No. 5 in Tp. 59, Mo.

Under the law empowering boards of directors of school districts to contract with and employ teachers, the fact that a contract of employment is regular on its face, in that it is duly signed and attested, *does not render it conclusive as to its legality and binding force.*—Pugh v. School Dist. No. 5, in Tp. 59, Mo.

Under the law empowering directors of school districts to contract with and employ teachers, a teacher cannot legally be employed, except by a contract made by the members as a board at a regular or special board meeting.—Pugh v. School Dist. No. 5, in Tp. 59, Mo.

Where teachers in a public school refuse to comply with the regulations forbidding the use of religious dress in the schools after notice thereof, they *forfeit their right to further compensation under their contract of employment.*—O'Connor v. Hendrick, N. Y.

Dismissing Teachers.

The law authorizes the board of school trustees to remove teachers at their election after notice in writing, giving, when required by the teacher so notified, the reasons for dismissal. *Held*, that letters notifying a teacher that the trustees believed it for the best interests of the school that her services be dispensed with *did not disclose* the reasons for her dismissal, and were insufficient.—Underwood v. Board of County School Com'rs of Prince George's County, Md.

A school teacher, having been wrongfully discharged on September 10, 1904, relinquished the school from October 10th until the succeeding January 18th. She took immediate steps to have the action of the school trustees corrected, held herself in continued readiness to teach, and was unable to obtain other employment until after the action of the board in discharging her was reversed. *Held*, that the mere fact that the school board had wrongfully selected another teacher to fill her place, and had paid or agreed to pay such teacher for the services rendered by her, *was no defense* to the board's liability for salary to the teacher so wrongfully deposited.—Underwood v. Board of County School Com'rs of Prince George's County, Md.

High School Fraternities.

Olympia, Wash. The supreme court of the state of Washington, in a decision handed down recently, has affirmed and approved the action of the Seattle school board barring all students from high school privileges, except that of attending classes, so long as they belong to the Greek letter fraternities.

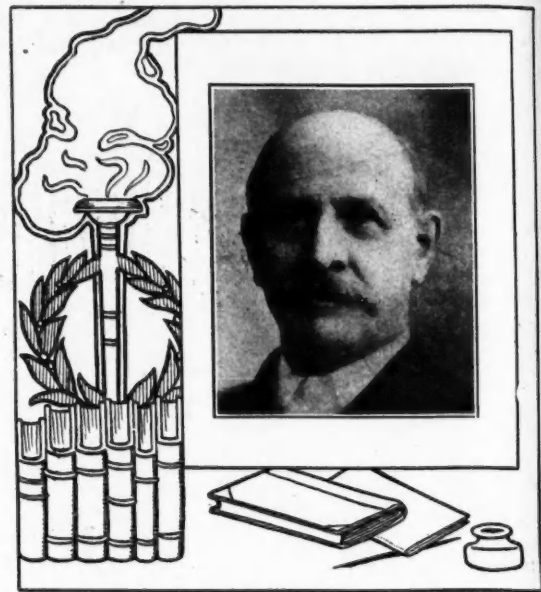
The decision was in the case of George Wayland, a minor, by Russell Wayland, his guardian, against the directors of the Seattle school district. Application was made to the King county court for an injunction to restrain the board from enforcing a rule that all students who belonged to the fraternities should be barred from membership in the athletic associations, glee clubs, etc., and from everything except the right of attending classes. The King county superior court refused the injunction. The supreme court says in part:

"We express our complete satisfaction with each and all of the findings of the honorable trial court. * * * The evidence shows beyond doubt that these secret organizations foster a clannish spirit of insubordination which results in much evil to good order, harmony, discipline and general welfare."

LEGAL.

Kansas. State Superintendent Dayhoff has given out an opinion in which he says that school boards in the state cannot compel teachers to teach on days which it is customary to observe as legal holidays. The teachers, however, must make up this time lost unless it is specifically stated in the contract that they are to have these days as holidays.

There are only three legal holidays in Kansas. They are Washington's birthday anniversary, Memorial day and Labor day. No schools are held on these days, but there is Thanksgiving, Christmas and New Year's generally observed throughout the state, and sev-



JOHN S. LOCKE.
Superintendent of Schools,
Saco, Maine

eral other days observed in different localities.

Pennsylvania. Attorney-General Carson has given an opinion pointing out a serious defect in the vaccination law by which parents can evade, not only that statute, but also the compulsory education law. He says:

"If a child is not vaccinated or does not present a certificate of successful vaccination from a physician, or that he or she has had the small-pox, the teacher is compelled to refuse admission of such a child to the public schools.

"Second, if a child is sent home because it is not vaccinated the parents cannot be fined for having their children out of school.

"Third, the parents cannot be compelled to have their children vaccinated."

The attorney general holds that the parent fulfilled his full legal obligation by the act of sending the child to school, and was not amenable to the compulsory education laws if the pupil, having been refused admission, was permitted to go unvaccinated and remain at home.

South Dakota. Governor Elrod has appointed a commission of five to rewrite and codify the entire school laws of the state. The governor acted at the request of the county superintendents. The report of the commission will be made to the legislature.



True Enough.

Parkin—But why don't you try to get interested in this new thought on education?

Perkin—Because it's nothing but the same old thinking done up in a new lingo.

SCHOOL

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From a rep dence School

SCHOOL ADMINISTRATION IN CLEVELAND AND PITTSBURG

By W. H. Small, Superintendent of Schools, Providence, R. I.

The ground work of school instruction in most cities is practically the same. The variations are mainly the years in which subjects are introduced, the subject or subjects upon which the emphasis is placed and in the number of so-called fads and fancies with the time and care devoted to them. The greatest variation is usually found on the administrative side; in this no two cities one hundred and fifty miles apart can possibly show greater contrast.

The Pittsburg Organization.

Pittsburg is divided into some forty-one sub-school districts; each district has a committee of six, two elected annually who administer the school affairs of that district. Every three years these district boards elect one person, who may or may not be a member of the district committee (generally he is not), as a member of the central board. In all, 287 persons may have some share in the administration of school affairs.

The duties of the central board are to fix and pay the salaries of all teachers, adopt the course of study for all schools, control the high schools, establish and maintain manual training and auxiliary schools, supply books and stationery and make estimates of the annual expenses, which though submitted to the city council must be made a part of the municipal budget. The sub-district committees have larger powers. They are empowered to levy a local tax, to elect their own principals and teachers, to purchase grounds and erect school buildings, to provide school equipment, to employ janitors and to perform all duties necessary for the maintenance of the schools in their several districts. Once in three years the combined school districts elect a superintendent of schools.

The Cleveland Plan.

In Cleveland under the state law, which defines the minimum and maximum number that may compose a school board, the board of education consists of seven members, five elected at large and one elected from each of the two districts into which the city is divided. The term of office is four years, three members are elected in one year, and four, two years later. The board elect a school director who as business manager erects and repairs all school buildings, appoints—subject to the confirmation of the board—all employees, except teachers; in fact, attends to all business matters as the superintendent attends to all educational matters.

In Pittsburg power is diffused, in Cleveland it is concentrated. In Pittsburg the power of the district committee is both legislative and executive, in Cleveland it is purely legislative. In Pittsburg the superintendent has little power and almost no assistants, in Cleveland the superintendent has much executive power, many assistants and is held responsible for conditions and results.

The Cleveland board may levy a tax not exceeding 12 mills on the valuation of the city. That tax is now reviewed by a board of estimate, but very soon such review will be abolished. Out of this tax all school expenses are paid, including the building of new buildings. The tax for the last school year was 9.8 mills, yielding over \$2,000,000. In addition, nearly \$200,000 was received from the state fund. This year the tax is about 11 mills.

From a report of Superintendent Small to the Providence School Board.

There is one common element in the administration of the two cities. The school boards fix their own tax, build their own buildings and care for them; in no way is there any review of their actions, except by the voters themselves. In Pittsburg, where the tax levy for buildings is on the property of the district, the character of the building depends on the wealth of the district. Pittsburg has some of the most beautiful school buildings to be found in the country; it also has some of the worst. Children coming from excellent homes are housed in buildings having beautiful marble corridors and stairways, stained glass windows, stately columns, costly pictures, while the pupils to whom these would be a delight and a benediction are denied them. The wealth of a neighborhood is spent in its own little circle, which seemed to me to be wholly undemocratic. In Cleveland one section gets as good a building as another. The tax levy is used for the good of all.

The kindergarten situation in Pittsburg is peculiar. The city furnishes the money, the districts furnish the rooms, but the appointment of the teachers, the control of this money and the conduct of the school are all in the hands of a private kindergarten association entirely outside of the public school system. In one district, I visited in a public school building a kindergarten room, circular in form, panelled in solid mahogany, with a raised stucco frieze as a border and a beautiful, painted ceiling, and with an elegant, green, circular Brussels carpet in place of the ordinary painted circle, all furnished by the district though absolutely out of their hands as regards its use and the teachers who should teach there.

Salaries in Pittsburg.

The superintendent in Pittsburg is elected for three years at a salary of \$6,000 per year. Under the conditions above noted he has little power. He has no assistants to help him, though there is a movement to appoint four at a salary of \$4,000 each. The educational power in the city seems to be the district principal, sometimes a man, sometimes a woman. The salary varies according to the number of rooms under his care, from \$1,650 to \$2,500. As these principals are elected by the district boards, each carries out the wishes of his board; some of the districts are strong both in teaching power and results, others are the opposite. Pittsburg pays good salaries, \$500 the first year with the yearly increase of \$50 until the maximum of \$800 is reached. By special examination a salary of \$900 may be attained. This last feature is new and has caused trouble. Teachers who last summer failed to pass, together with all their indignant friends, have made it warm for the unfortunate three who formed the examining board. Jealousies have arisen affecting the relations of teachers within the same buildings; lawsuits are threatened, and the outlook is far from encouraging. The general requirements for the teaching force are not high. Pittsburg maintains in its high schools a normal course of four years. On graduation from this course, without any special practice or drill, these young girls become the teachers in the city of Pittsburg. Fifty thousand pupils are housed in eighty-nine buildings, with all grades from one to eight in a building. There are from one to six buildings in a district. There is one district with only six rooms in it with a supervising principal, and yet under existing conditions it

is not possible to unite this district with any other, and this one man and his six teachers are controlled by the sub-district board of six. The best buildings all have gymnasiums and there are sufficient gymnastic instructors to give regular training to each class.

Salaries in Cleveland.

In Cleveland salaries begin at \$400 and advance at irregular rates until the eighth year, when the maximum of \$700 is reached. Seventh grade teachers may reach \$80, and eighth grade teachers \$850. Principals of elementary schools are all women, with two exceptions. Their salaries depend on the number of rooms under their charge and on the character of the school. The principal of a building containing grades from one to eight receives \$1,000 for eight rooms, and the salary increases gradually to \$1,700 if there are thirty-two or more rooms. Principals of four-room primary buildings receive \$750; principals of buildings of sixteen or more rooms receive \$950. There are gradations between. In the high schools the salaries are graded in five classes, depending on years of service. The pay ranges from \$1,000 the first year to \$2,000 on and after the sixteenth year. In the elementary schools teachers are assigned on the basis of one for each forty-five pupils registered; in the high schools one teacher for each thirty pupils registered.

Cleveland has eight schools for defectives, but they are working under limitations, in fact, they are located in inconvenient rooms and are doing too much mental work and too little muscular training. There is also a central disciplinary school with a male principal. Pupils have to travel long distances to reach it. Car tickets are furnished beyond a certain radius; pupils lunch in the building at noon. The juvenile court sentences boys to this school. These live in the building during their term of sentence and the court pays a certain weekly sum for their care. Cleveland has a city normal school with a two-years' course, the last twelve weeks of which are spent in observation work in some one of the city schools. There is no opportunity of testing the teaching strength of these graduates except by giving them substitute work. To follow them systematically one supervisor is designated as "supervisor of substitutes and new teachers." The superintendent is elected for a term not exceeding five years. His salary is \$5,000. He has seven assistants with salaries ranging from \$1,800 to \$3,000.

Contrast in School Atmosphere.

The school atmosphere of the two cities is entirely different. In Pittsburg there is no general city sentiment for schools; everything is localized. District school matters are discussed and maintained, but never city school matters as a whole. In Cleveland there is a very strong public school sentiment. Every movement is viewed in its relation to the whole city. Mass meetings in the interest of the schools can be assembled more quickly in Cleveland than in any other city, and they are effective. The press gives much space and attention to public school matters. This is because the public demands this information. The atmosphere of the one city is that of indifference, the atmosphere of the other is that of interest and growth.

NOTE—Since the paragraph on Cleveland Salaries was written, the Board has raised the minimum to \$500, and the maximum to \$900.

Among Boards of Education

Columbus, O. The annual report of Superintendent B. F. Dyer shows that a school for the blind has been in successful operation for one year, with an enrollment of twenty-five students. Transportation and daily lunches have been furnished the pupils by friends. Mr. Dyer recommends that the board assume the expense of transportation by means of a large van sent every day to the homes of the pupils, returning them again in the evening.

Washington, D. C. As a disciplinary measure, and for the good of the schools, Superintendent Chancellor recommended recently the dismissal of a principal of one of the colored schools. The latter had admitted to Mr. Chancellor frequent acts of disloyalty to his superior, the assistant superintendent of colored schools. The board of education promptly ratified the dismissal.

To further aid Mr. Chancellor in stamping out insubordination and incompetency in the service of the schools, a resolution was adopted empowering the superintendent to accept the resignation of any employee of the schools, make appointments and promotions between meetings of the board, subject to confirmation at regular meetings of the board.

Superintendent W. C. Martindale is authority for the statement that the Michigan truancy law as applied to the city of Detroit is not stringent enough and that at least 1,500 children under fifteen years of age are not in the city schools.

The Louisiana State Board of Education has adopted an aggressive policy to secure efficient and professionally trained parish superintendents. The school board of Feliciana parish persisted in continuing in office as superintendent a man wholly without qualifications. The state board thereupon demanded the resignation of all the members of the board, and upon the receipt of the resignations appointed a new board.

Columbus, O. The board of education has given the superintendent permission to introduce the simplified spelling in the schools so far as practicable.

Wisconsin. According to a report of State Superintendent C. P. Cary, the new law which compels rural school clerks to attend a school board convention annually has worked most successfully. While there are approximately 6,900 clerks in the state, the total attendance at the conventions amounted to more than 12,000 school officials. Proper equipment for successful work and rural school ventilation have been the chief topics of discussion at the convention.

Peoria, Ill. The school board has determined to bring court proceedings to compel the city government to fix the school tax levy at the figure desired. The board is authorized by law to fix its levy and the city council has no right to lower these figures. This was done, however, and the board has determined to sue.

New York City. The board of education, through its public lecture bureau, has successfully inaugurated a plan of bringing the lecture system and the libraries into closer cooperation and improving the facilities for adult education. Lectures are given under the auspices of the board at the branch public libraries, which remain open after the lecture in order to permit the audience to draw out books for home reading on the subject of the lecture.

St. Louis, Mo. Mr. George R. Lockwood has been elected president of the board of education and Mr. Frank L. Magoon, vice-president.

Louisville, Ky. The school board has decided that all contracts of the school department must, in future, be signed by the superintendent of schools and the secretary. When there is any difficulty or doubt about a contract, the board's attorney is to be called in for advice.

Dallas, Tex. The schools are so overcrowded that half-day sessions are required in six school buildings. The children who are put on half-time are mostly of the first and second grade and are under the care of the teacher ninety minutes less than full-time pupils. Teachers who instruct two half-day classes receive \$12.50 per month additional compensation.

Chicago, Ill. The board of education has voted to continue the experiment of separating the boys and girls in the Englewood high school for another year.

Seventy-four teachers in New York City schools have married during the past summer and returned to their places in the schools despite the by-laws of the board of education. The by-law has been declared by the court of appeals null and void, and a violation of natural rights.

The New York City board of education has experienced difficulty in securing sufficient teachers for the elementary schools in Brooklyn, Queens and Richmond boroughs. The teachers' training schools in these sections of the city do not supply enough graduates to fill the vacancies and teachers residing in Manhattan are unwilling to accept positions in other boroughs.

Joliet, Ill. The rules of the board of education provide that marriage on the part of any female teacher shall terminate the contract of that teacher. If the teacher is a good one, however, she is generally re-employed.

Oklahoma City, Okla. To prevent teachers from resigning during the school year the board of education has adopted a resolution recommending that a contract be drawn with teachers, containing a clause which will compel them to forfeit 40 per cent. of one month's salary in case they resign after having accepted positions in the public schools. The resolution is not to apply to any one who may resign on account of sickness.

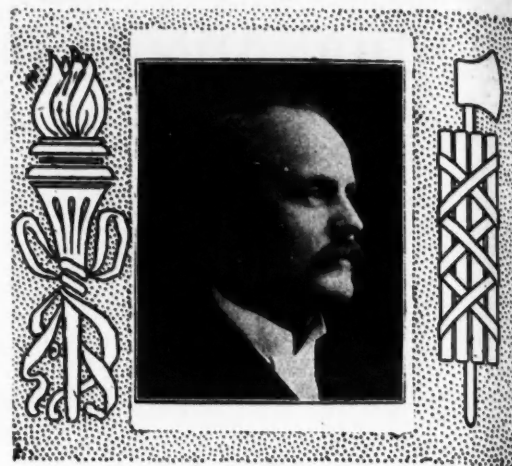
A number of resignations were received by the board during the first two months of school, causing some embarrassment. Difficulty was experienced in filling the places made vacant.

Muncie, Ind. At the request of the normal authorities the last fraternity in the Indiana State Normal School has disbanded.

RULES AND REGULATIONS.

Saginaw, Mich. The board of education has radically changed its system of grading and promoting teachers. The new rules provide that all teachers below the high school shall be divided into two classes known as "A" and "B." In each class there are to be different groups; groups 1, 2 and 3 belonging to class B, and groups 4, 5, 6 and 7 belonging to class A.

Group one will embrace all teachers who are teaching for the first year and those in the second year. The salaries are \$35 and \$40 per month, respectively. Group two includes teachers in the third and fourth years of experience



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President Elect, Board of Education,
St. Louis, Mo.

with salaries at \$45 per month. Group three is made up of teachers who are in their fifth year with \$50 per month compensation.

Little Rock, Ark. At a meeting of the school board recently a new rule for the admission of beginners was adopted to the effect that all children who will be six years of age before the close of the first semester in January may enter during the first month of school. All others will be compelled to wait to enter until the beginning of the fall term of 1907.

This action was taken at the suggestion of Superintendent Torreyson, who finds that under the old system of having pupils enter at the beginning of each semester considerable difficulty is experienced in securing proper classification of the beginners.

Under the new system the pupils will be classified according to their strength, and the teachers will be better able to handle the children under their care by having them in school from the beginning of the term. In order to gain admission to the classes, however, parents must start their children during the first four weeks of the term.

Thornton, Ind. The school board has passed a rule limiting football to those pupils of the high school who get the written consent of their parents. The board also will limit the number of games and require the members of the team to maintain a certain average in their studies.

Joliet, Ill. Several important changes in the rules of the school board were made at a recent meeting of that body. The clause providing that two weeks' pay be retained from the salary of teachers as a voucher for due notice from those desiring to resign, was rescinded. In its place a rule was adopted that teachers be required to give two weeks' notice before they can be released. Both the board and the teachers are to be placed upon their honor; the former not to dismiss a teacher without sufficient valid reasons and proper notice and the latter not to resign without affording an opportunity for the appointment of a successor.

A step was taken in the direction of locating and making public any attempts to influence the election of teachers by means of a rule requiring the election of all teachers according to the record of excellence supported by a clause absolutely requiring that all letters, requests, whether verbal or written, and every work of whatever shape presented to any member of the board or to the superintendent with regard to the election of any teacher, shall be placed on file and presented at the meeting of the school board at which said election comes up for consideration and decision. Also no teacher shall be elected except on the written recommendation of the superintendent.

I presume school in Nebraska supervisor. Between visitation is a means of sary to is not, vision. The schools who all the time and definite portion In reference to makes clear th ourselves at th of supervision, spection are to a preparation One of the means of supe It is in the te tions of discipl cially is this t upon the disc therefore, of teachers. Com manner of en questions that during intern may be profit ing. In town by all grades cluding the hi to demand s schools differe missions and hours of the c pils must be g not interfere v thing should l principal and five and the y shall be given just what sho The princip the large por spent in scho from the scho tives to right us somewhat when we spea a considerati lasting habits connection sh accuracy, sys respect, right ence, and a f honesty, poli rights of oth property bot who has had appreciates th exerts in a c corps of city wholesome in much larger pils have co behind them lages and ci higher ideals not say that must be cor but I am cer a very exce effectual cam At these plans clear directions fo making out the board, a

Supervision Without Visitation

By County Supt. A. H. Yoder, Omaha

Before Nebraska Superintendents' Convention

I presume there is not a well-supervised school in Nebraska which is not visited by its supervisor. We must distinguish clearly between visitation and supervision. Visitation is a means of inspection, and although necessary to is not, strictly speaking, a part of supervision. The subject forces us to keep in mind the schools whose principals teach all or nearly all the time and, consequently, are allowed no definite portion of school time for visitation. In reference to other schools, however large, it makes clear the point that we are to interest ourselves at this time strictly with the subject of supervision, and that any references to inspection are to be made because inspection is a preparation for supervision.

One of the most common and important means of supervision is the teachers' meeting. It is in the teachers' meeting that many questions of discipline may well be considered; especially is this true of general questions bearing upon the discipline of the whole school and, therefore, of interest and importance to all teachers. Conduct of pupils in the halls, the manner of entering and leaving the building, questions that bear upon the conduct of pupils during intermissions, and other similar matters may be profitably treated at the teachers' meeting. In towns where one building is occupied by all grades from the kindergarten to and including the high school, such questions appear to demand special consideration. In such schools different grades often have their intermissions and are finally dismissed at different hours of the day. In each of these classes pupils must be given due freedom, yet they must not interfere with the rights of others. Everything should be so planned and ordered by the principal and teachers that both the child of five and the young man or woman of eighteen shall be given to understand clearly, but rightly, just what should and what should not be done.

The principal who takes into consideration the large portion of the average life that is spent in school recognizes that much is due from the school along the line of proper incentives to right and honorable living. This leads us somewhat beyond what we ordinarily mean when we speak of discipline. It brings us to a consideration of points bearing upon the lasting habits and conduct of pupils. In this connection should be considered such points as accuracy, system, promptness of action, self-respect, right attitude toward work, independence, and a feeling of individual responsibility; honesty, politeness, courtesy, respect for the rights of others, and a proper attitude toward property both public and private. Everyone who has had experience with country schools appreciates the good influence the right teacher exerts in a community. The principal with his corps of city teachers can exert an influence as wholesome in kind, but for the benefit of a much larger number. No doubt many principals have come from fields of labor, leaving behind them as the result of their efforts villages and cities with an improved moral tone, higher ideals, and a better citizenship. I do not say that all the points I have suggested must be considered at the teachers' meeting, but I am certain that many principals find this a very excellent place to plan a quiet but effectual campaign along this very line.

At these meetings the principal makes his plans clear and definite. He gives specific directions for the handling of supplies, for the making out of necessary reports to parents, to the board, and to himself. Here are discussed

the course of study and methods of instruction. In short, the principal considers with his teachers the special needs of the school as determined by him as a regular and systematic inspector of the same. In the smaller towns and cities many principals find the general meeting sufficient. In the larger cities superintendents often hold, in addition to the general meeting, special meetings for the classes of teachers doing different grades of work. In many schools teachers' meetings are held semi-monthly. The number should depend upon existing conditions and perhaps, also, upon the extent to which principals rely upon other means of supervision. As I look at it, the most important point in reference to this phase of the subject is that there be a purpose for every meeting. It is next to impossible to hold an inspirational meeting without carefully planning it. We say much about the teacher who attempts to instruct without preparing for the recitation. I once heard a superintendent tell of the work of such a teacher when conducting a recitation in geography. As I remember, it was something like this: The teacher called the class forward to recite. Having been told by a member of the class where to find the lesson, he turned to the proper place. At the top of the page were to be found in large letters the words, "Seas, Bays, and Gulfs." The teacher looked but a moment, his face glowing with the knowledge at his command as the result of the slightest suggestion, when he called out, "Seas! Bays! and Gulfs! Where are they?" The principal who holds his teachers' meeting merely because the time has come to do so, who has no definite purpose in mind, who must rely upon the hope that his teachers may be able to start something worth while, or who acts on the theory of the uneducated minister who spurned all preparation on the ground that he had an invisible funnel in his head through which the Lord poured knowledge—such a principal is employing methods as far below par as the teacher who said, "Seas! Bays! Gulfs! Where are they?"

Another important aid to supervision consists of written directions to teachers. For this purpose the hectograph and the mimeograph are coming into very common use. Principals in some of the smaller towns are not likely to find it necessary to employ this plan to any great extent. However, some principals located in municipalities yet too small to be called cities make much use of it. I usually think of this as a means of supplementing the teachers' meeting, it being possible to handle many questions in either or both ways. This plan has the advantage of enabling the principal to put into the hands of his teachers instructions which they may keep for reference, as county superintendents have been filing away circular letters on the five essentials that have been sent from the state superintendent's office. The plan does not always yield the results we desire. All county superintendents know this to be true, for we sometimes send out letters to our teachers, and, in a very short time, someone will be sure to do the very thing we were so careful to tell her not to trouble herself about. But we do not lose our patience and dignity as a result, for no one absorbs all he reads. The point made in reference to thoughtful planning by the principal is as applicable here as in the case of the teachers' meeting. I take it as a bad sign for teachers to find it necessary to ask the principal many questions which he could have made unnecessary for

them to ask. I do not say that principals should foresee all the difficulties teachers will encounter, but I do believe it possible for the principal who knows his school to anticipate many difficulties—may I say, to answer most of the teacher's questions—before she thinks of asking them.

Tests or examinations form a third aid to supervision. Superintendent Rouse states that he gives examinations and looks over a few of the papers to see if the pupils are getting what he expects them to get. Superintendent Hahn says: "I give tests to the upper grades as often as time permits. The manuscripts sent to the office are carefully corrected and the results discussed with the teachers. In this way I am able to correct mistakes and also to give suggestions and see that they are carried out. To save time on my part, I ask only two or three to write the test at times; at other times I have them all write." It is not difficult to see the advantages of this plan. It consists merely of a careful and systematic examination of written work and, in fact, may include not only tests but work of the class in preparing a lesson as well. This is only one means of inspection, and inspection, I repeat, is necessary to supervision. It may be that the principal is examining the arithmetic work of the class and he may discover that the class as a whole is falling into certain bad habits, habits of inaccuracy, etc. Having made the discovery, he is able to prescribe the remedy. The inspector may find that the work in every branch shows a weakness in the matter of English. If so, he can suggest to the teacher methods and principles that will be very helpful to her. He may discover that the teacher is doing her work as well or better than he could do it. Indeed, this is a very agreeable discovery, but it is none the less important for him to know. I have employed this method in order to keep in touch with the various grades and classes of the school. In many of the classes we find that the larger portion, perhaps 75 to 90 per cent., comprehend the work at least fairly well and do satisfactory work. These pupils cause the teacher no special worry so far as their class work is concerned, but a few weak ones are likely to be found in the class. These can be discovered by the principal by visiting the room and in other ways. The plan of inspecting the written work not only assists in discovering such pupils, but, having once discovered them, it makes it possible for the principal to inform himself thoroughly in reference to the ability of said children. Since some of the most difficult problems of classification arise from the fact that these abnormal cases must be dealt with, it follows that the principal who studies them is the one who does most for his teachers. He is able to say and do something worth while as soon as the teacher refers the cases to him, and often before. The examination of written work by both principal and teacher and the discussion in reference to the same enables the principal to help the teacher solve her difficult problems, strengthens both teacher and principal, does the pupil justice, and establishes right standards of grading, thus producing approximate uniformity along this line throughout the school.

I have just referred to conversations between principal and teachers. This is a very important point of supervision; in fact, no one would think of supervising a school without relying to a large extent upon conversations with his

(Continued page 17.)

SCHOOL ARCHITECTURE OF THE PACIFIC COAST

By James Stephen, Official School Architect, Seattle, Wash.

(CONCLUDED FROM OCTOBER NUMBER.)

In Salem, Ore., the school buildings are all of frame construction with the exception of a recently constructed ten-room brick building, with classrooms 24 by 30 feet, seating forty pupils each, unilateral lighting, furnace heating and mechanical ventilation.

Portland Schools of Frame Construction.

In Portland, the leading city of the state of Oregon, the school buildings with one exception are of frame construction. The local association of architects recently voiced an earnest protest to the board of education against the building of any more frame buildings, such structures being a menace to the safety of the pupils in case of fire. It was determined to construct the new high school of brick. The Portland school board employs a school architect or builder who provides all plans for school buildings. They are constructed cheaply and without special architectural merit. The more recently constructed buildings are provided with a good system of furnace heating and mechanical ventilation.

In the State of Washington.

In the city of Tacoma, Wash., the school board has appointed an architect who has charge of all school work. Until his advent Tacoma had built frame school buildings only. Now they are building a new brick high school faced with Roman pressed brick. This building has one of the most picturesque settings of any building in the state and is second to none in arrangement and equipment. The style of architecture is French Renaissance. The auditorium has a seating capacity of 2,500; the building will accommodate 2,000 students.

The school board of Seattle in 1900 adopted a model plan submitted by the official school architect. Since that time all of the buildings erected, excepting additions to existing buildings and a small kindergarten building, have been built from this model plan, more or less modified from time to time. The buildings, although of frame construction, embody the latest methods in school practice. The rooms are lighted unilaterally. Some of the buildings are heated by steam, but in the majority air-



SUMMIT SCHOOL, SEATTLE, WASH.
James Stephen, Architect.

warming furnaces are provided. Both steam and furnace heated buildings have mechanical ventilation with automatic temperature control. Cloakrooms are found in alcoves opening from the main corridors, arranged with doors to corridors and classrooms. The divisions between corridors and cloakrooms are formed of expanded metal, which gives the teachers ample opportunity for supervision of the pupils from classrooms to exits. The halls and corridors, including cloakrooms, are wainscoted with bur-lap to a height of six feet. The rooms are wainscoted with the same material under the blackboards, and tinted in a light green shade for walls, dark green and light buff for ceilings. The halls are tinted in tan shades with leather colored wainscoting. Each classroom door is provided with name-plate and number. Each hook in the cloakroom is provided with a metal number. Hygienic drinking fountains are being installed in all new buildings. Slate blackboards are used exclusively.

Seattle's New High School.

Seattle now has thirty-four buildings valued at \$1,343,600, including a stone high school building which cost \$240,000. There is now under course of construction one twenty-room and three eight-room frame buildings costing \$138,000, and a brick and terra cotta high school building costing \$160,000, exclusive of equipment. This building will have halls and stairways of fireproof construction, terrazzo floors

with stairs of iron and slate. The building is heated with large air-warming furnaces. The rooms are ventilated mechanically with two blower fans fourteen inches in diameter, driven electrically. The temperature is automatically controlled.

An auxiliary heating apparatus is provided for heating special rooms after school hours. The sanitary equipment is first-class, including individual closets, marble stalls, showers, tile floors and wainscoting. The style of building is Collegiate Gothic. The walls are faced with a mottled red paving brick with deep inset black mortar joints and freely trimmed with a mottled gray granite terra cotta and granite steps.

Although Seattle schools are chiefly frame buildings they are diversified in style, and an attempt has been made to make them pleasing and attractive architecturally. Each school is treated individually as to coloring and exterior appearance. The grounds surrounding the buildings are improved by planting shrubbery grouped artistically with grass slopes and terraces where not used for playgrounds. The school lot thus becomes the community park. There is a growing sentiment in favor of brick buildings, and the future will no doubt witness the erection of more substantial buildings constructed of brick and stone.

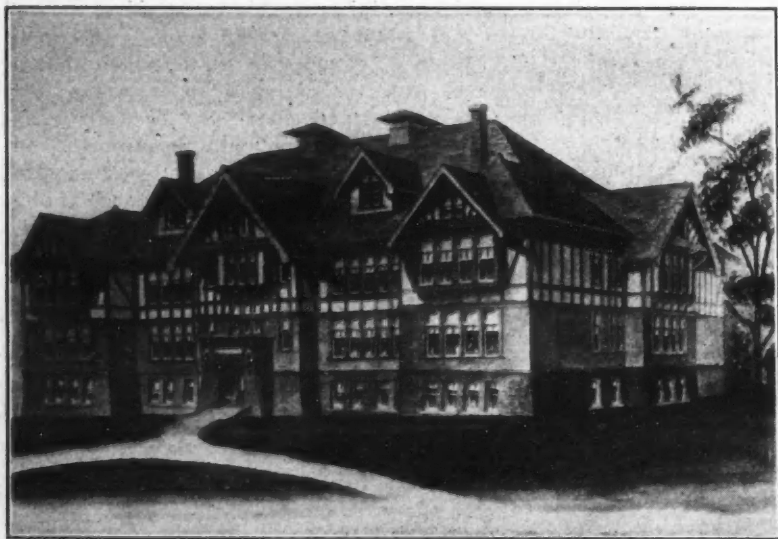
Spokane and Olympia.

The city of Spokane has a school enrollment of 12,000 pupils with twenty-one schools. The buildings are constructed of brick costing an average of \$3,500 per room. The rooms are 26 by 32 feet, seating forty-five pupils each, heated by steam. Mechanical ventilation is found in the high school only, while automatic temperature regulation is used in four buildings. All new buildings are being provided with hygienic fountains, and in the older buildings the microbe-infested tin cup is being rapidly displaced by the fountains.

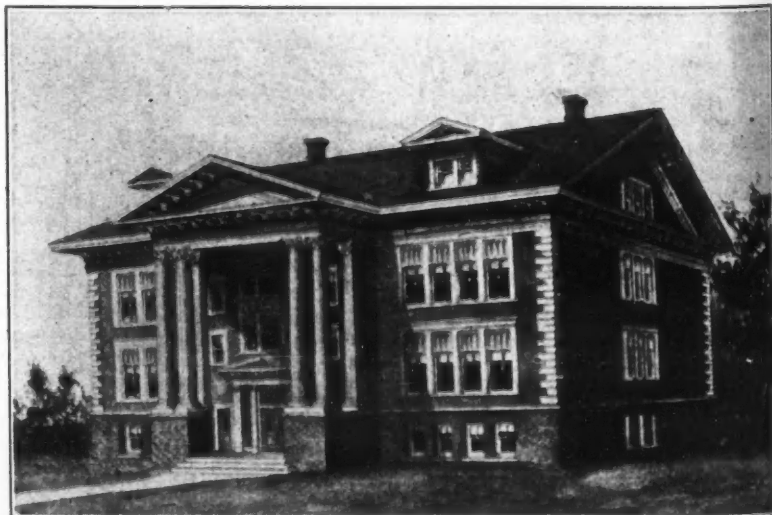
Olympia, the capital city of Washington, has under course of construction a modern high school building, furnace heated with mechanical ventilation and automatic temperature control.

Problems Intelligently Worked Out.

In considering school architecture in the Pacific Coast States it may be fairly said that the

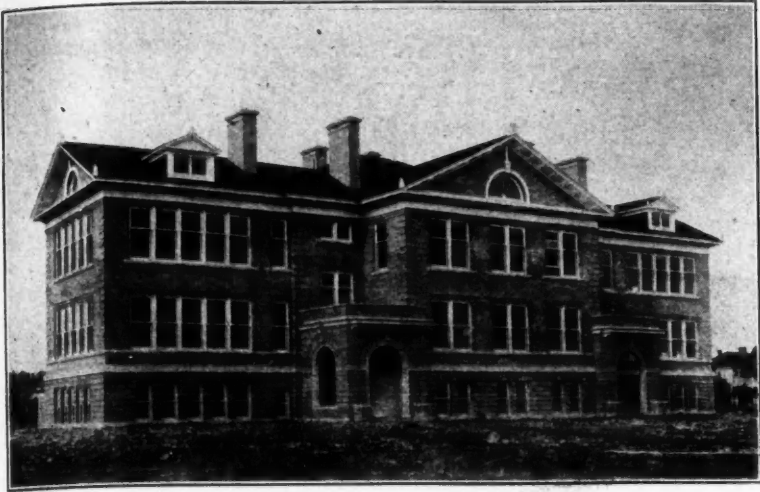


HILL TRACT SCHOOL, SEATTLE, WASH.
James Stephen, Architect.

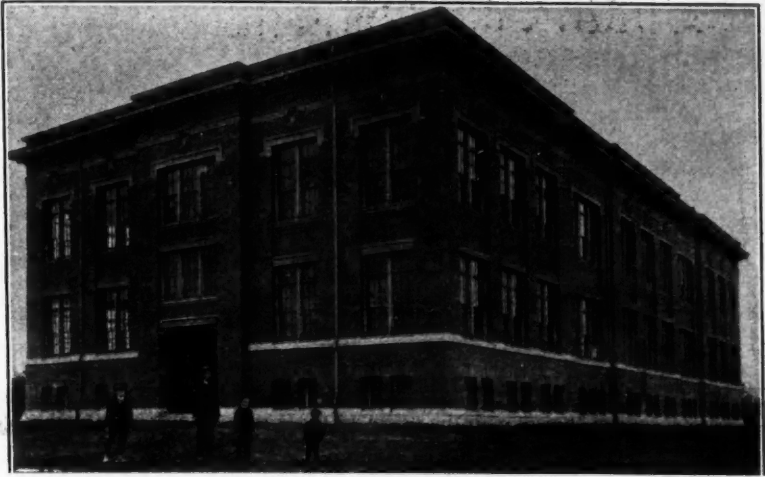


CAPITAL HILL SCHOOL, SEATTLE, WASH.
To be enlarged to a 22-room building.
James Stephen, Architect.

problems pre-
being intelli-
who are spe-
The hygienic
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The writer
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sewers are



HOLMES SCHOOL, SPOKANE, WASH.
John K. Dow, Architect.



GARFIELD SCHOOL, EVERETT, WASH.
A. F. Helde and Emil De Neuf, Architects.

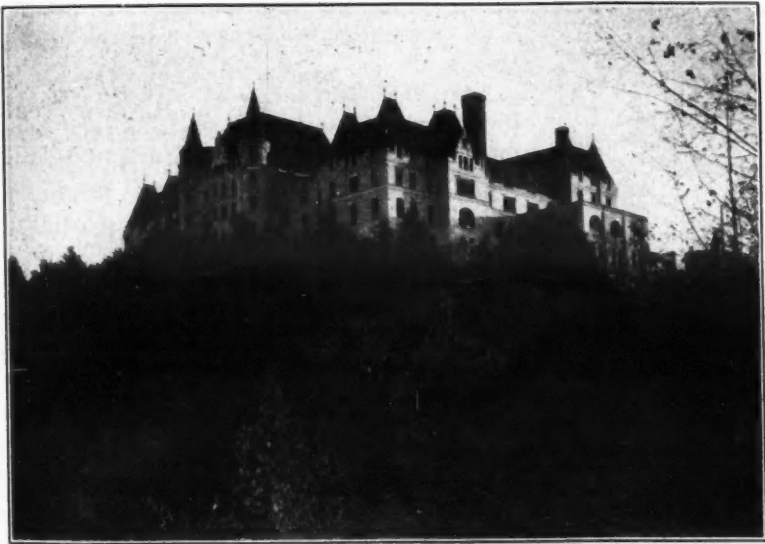
problems presented in the different sections are being intelligently wrought out by architects who are specializing along educational lines. The hygienic conditions of school buildings are receiving a great deal of attention. No school is complete without up-to-date plumbing fixtures and a proper system of sewerage disposal. The outside privies and cesspools in rural school grounds are rapidly giving place to septic tanks. These tanks provide the best method yet discovered where a sewer connection is not available. The writer has installed several of these tanks, some of them in the city of Seattle and others in rural districts, all of which are giving satisfactory results. It frequently happens that a city school is required in a district where no sewers are available. When these conditions

prevail a septic tank is provided to serve until such time as a sewer is available. The affluent is cared for by a receiving basin, sub-drains or an open ditch, as the nature of the soil may demand.

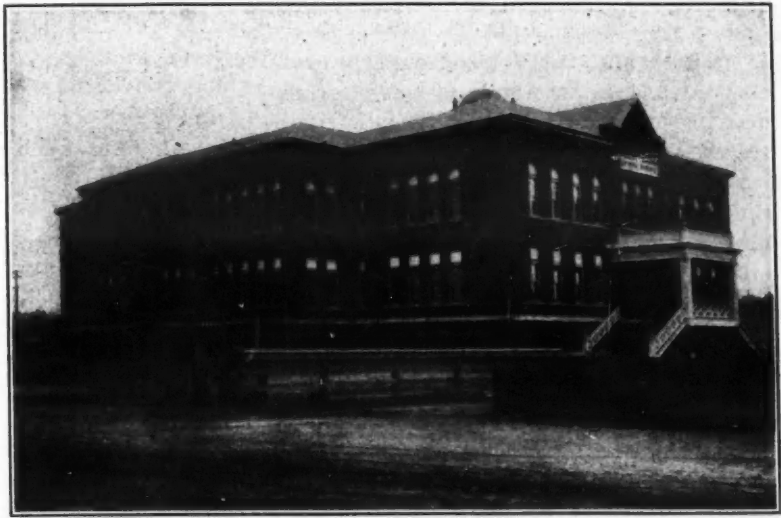
An earnest effort is being made to abolish the tin drinking cup, common towels and sweeping of floors. The latter we hope to displace by the introduction of the dustless method of cleaning, aided by frequent scrubbing of floors with an antiseptic soap. We would also abolish all manner of floor oils used to hold the dust. There is no question about the oil holding the dust, but this combination of dust and oil may also form an excellent culture for microbes. In the interest of cleanliness the oil should go in spite of the strenuous objection of janitors.

In conclusion, the architect must ever keep in mind the intellectual advancement of the student by providing for his physical comfort, surrounding him with hygienic conditions, making the school "The House Beautiful," an inspiration and uplift to those who look upon its finely proportioned lines and harmonious coloring, the memory of which he will cherish together with that of his classmates long after school days have passed.

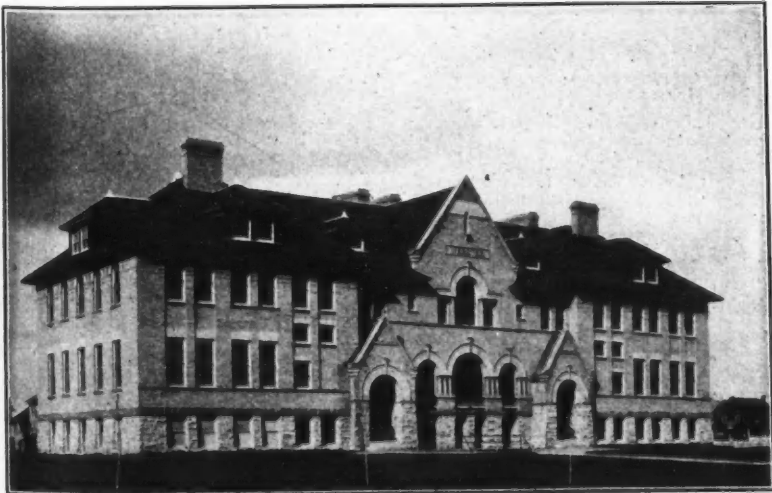
San Antonio, Tex. The school board has increased the tuition fees for non-resident pupils as follows: First and second grades, \$2 per month; third and fourth grades, \$3; fifth and sixth grades, \$4; seventh and eighth grades, \$5; high school, \$7.



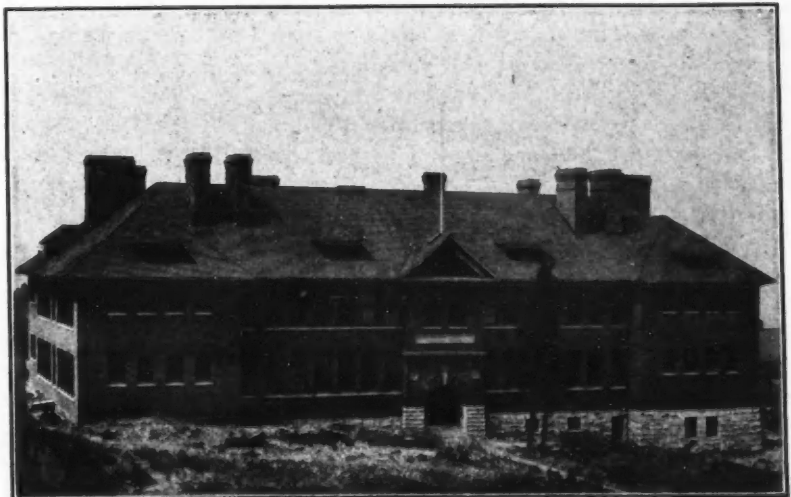
NEW HIGH SCHOOL, TACOMA, WASH.
Frederick Heath, Architect.



THE EDISON SCHOOL, TACOMA, WASH.
Frederick Heath, Architect.



THE WEBSTER SCHOOL, SPOKANE, WASH.
Albert Held, Architect.



THE LINCOLN SCHOOL, SPOKANE, WASH.
Albert Held, Architect.

THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

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PRESIDENTS OF SCHOOL BOARDS.

It is interesting to observe and note the usual causes which elevate men to the presidency or chairmanship of a board of education. Personal popularity, ability upon the floor and length of service in a school system are the chief reasons for honoring a member to the chair.

The real qualifications required are often overlooked, however, in making the selection. A strong and able member oftentimes makes a rattled and confused chairman. A member whose judgment in committee work is excellent, whose comments in open board meetings are timely and to the point, will lose his temper in the chair and display discrimination and unfairness.

We had occasion recently to watch the proceedings of the board of education in one of the large cities in the United States. The members consist of the brightest and best business and professional men in the community. Parliamentary rules are well understood and the decisions of questions revolved around motions and counter motions in a manner that keenly enlisted the interest of the spectators. The president became annoyed, excited and partial. Several appeals from his decisions made him angry and the remarks which he fired right and left into the members did not add to the peaceful deliberations of the meeting.

A chairman should, above all things, be familiar with the rules of the board and should have a good knowledge of parliamentary practice. He should watch all motions closely and give recognition to the right member at the right time and entertain only proper motions and hold the speaker strictly to the question under consideration. Suggestions here and there will facilitate the work, and when this is done in a courteous yet firm manner, will command the respect of the members.

A fairminded and coolheaded chairman can do more to preserve the proper dignity and decorum of a board during heated debates than any set of prescribed rules.

HIGH SCHOOL FRATERNITIES.

Readers of the School Board Journal have undoubtedly noticed items, from time to time, in which superintendents and high school principals expressed their opinions concerning high school fraternities. These, without exception, have been unfavorable to the cause of the secret societies. We have not the space here to repeat the arguments in detail. Cut down to the barest, ultimate causes, the dislike of school authorities may be summed up in the state-

ment that high school fraternities are subversive of good discipline, that they foster a spirit of snobbery and clannishness and that they distract from study.

The worst feature of the situation, in the past, has been that school boards have been without an adequate weapon to combat the secret fraternities. Backed by the parents and the alumni members, the fraternities have been able to prevent the boards from forcing them to disband. The most drastic rules have in some cities not even prevented the members of such societies from holding school honors. That these rules were of little avail may readily be seen when it is told that in cities where they have been in force the fraternities instead of languishing have flourished.

A case just decided by the Supreme Court of the state of Washington has definitely established the right of boards of education to deal summarily with the problem. George Wayland, a school boy, was a member of the Gamma Eta Kappa fraternity in Seattle. Being deprived of all privileges and honors in the school, except the right to take the regular class work, Wayland, through his guardian, brought suit to restrain the board from enforcing its rules. The testimony showed that in 1900 the school board had forbidden the organization of school fraternities, but that nevertheless this fraternity established itself. After much trouble growing out of it, the school board in 1905 offered immunity to all fraternity members who would agree during their stay in the school not to join other fraternities or solicit others to become members. The fraternity nevertheless continued its defiance of the board, and through its periodical denounced the board members and school faculty in violent language. It appeared that discipline was weakened in the schools, that scholarship students were lowered, that fraternity members thought more of their fraternity than of their school allegiance; and that a spirit of snobbishness on the one side and of envy on the other was noticeable.

The Supreme Court on this showing upheld the school board's rules and refused the relief asked for. "The evidence," it said, "overwhelmingly establishes the fact that such fraternities do have a marked influence on the school, tending to destroy good order, discipline and scholarship. This being true, the board is authorized, and it is its duty, to take such reasonable and appropriate action by the adoption of rules as will result in preventing these influences."

It is to be hoped that the effects of this decision will be far-reaching, and boards will not hesitate to adopt stringent rules against fraternities wherever they become a menace to the best interest of the schools.

THE NURSE IN THE PUBLIC SCHOOL.

The public is familiar with the idea of medical school inspection. Such inspection has been a feature of American school hygiene, says a Chicago editor, since the early '80s, while in Europe it dates as far back as 1842, when the city council of Paris provided that all public schools should be visited by physicians, whose duty it should

be to inspect, not only the buildings, but also the general health of the children.

The nurse in the public school is, however, a comparatively new feature, and an account of the system is not without interest and timeliness.

The object of medical inspection is exclusion; that of the introduction of the trained nurse into the schools is prevention. And the system prevents not disease alone, but truancy and demoralization as well.

The school nurse has her little dressing-room or "dispensary," and children who are not sick enough to be sent home, but who require some simple attention, are sent to this dressing-room. The nurse attends to them and they return to the class-rooms. Thus sore eyes are washed with boracic acid solutions, skin diseases are treated according to their condition, slight wounds are properly dressed, and so on.

The children who are sent home on account of more serious disorders are visited after school hours, and the nurse advises the mothers, furnishes addresses of free clinics, offers a helping hand where necessary in the way of keeping the sick room clean and ventilated, and watches the "case" through its various stages. When the child is sufficiently restored he must return to school.

Finally, the trained nurses make routine inspections of the schoolrooms to detect early symptoms of disease. They are, in short, responsible for the health and cleanliness of all the children in their charge. They are under the direction of the health board.

New York had last year a staff of forty-four trained nurses to do the work outlined, and statistics of the board of health show that, thanks to the school nurse, 98 per cent of children previously excluded for medical reasons are able to remain in their classrooms. Moreover, the parents are very grateful for the sympathy and aid thus obtained, and a higher standard of cleanliness is indirectly established in thousands of poor homes.

The school nurse has made her appearance in Boston, Philadelphia, Baltimore, Cleveland and Rochester. Other cities have sent agents to study the New York system, and are considering its introduction. It is well that school boards should investigate this interesting extension of the medical inspection feature.

A NEW DIFFICULTY.

Side by side with the candy store problem, the cigarette evil and the saloon nuisance, comes another which at some future time may cause considerable trouble to boards of education. In most large cities of the country cheap vaudeville houses and theaters devoted to low melodrama have always attracted children of school age. With the perfection of the moving-picture machine, however, we have today another condition to meet. Small fry investors rent an old store building. Fixtures are torn out and the necessary equipment for moving pictures installed. A nominal admission fee is charged and children compose the audience. Instead of seeing elevating performances, however,

How The Duluth counts for the opposition

they, for more thefts, murder, and presentation of

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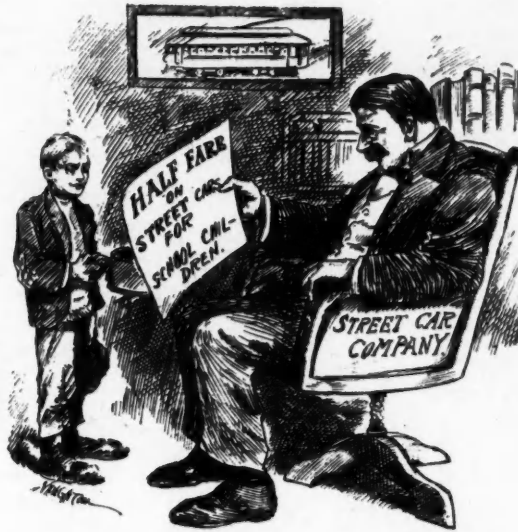
Why school



How The Duluth Herald for Oct. 20, 1906, accounts for the School Book Trust's opposition to Gov. Johnson



Nearly one-half of the persons awarded Carnegie Medals for bravery were of school age.



Half fare for school children—A Boon that should be granted.

they, for most part, gloat over robberies, thefts, murders and even the graphic presentation of hangings.

After the child has left school grounds the direct power of school officials over it stops. It then becomes the parents' obligation to care for the physical and moral welfare of their children.

No one can deny, however, that the presence near a school of amusement parlors or cheap show-houses, drawing their patronage directly and chiefly from the pupils of any one or several schools, and giving performances during recess time or immediately on the close of school or even during the later hours of the night, are a distinct menace to the educational welfare of a community.

The child passes through periods in its life when the daring of the outlaw, the fearlessness of the soldier and the cunning of the bad man attracts his attention. This period must be watched. The child must be guarded and only what is noblest, best and most elevating ought to be used to lead the child to its highest end.

Cheap show-houses, distracting vaudeville or moving-picture places ought always to be opposed by boards of education, especially when the children of school age are the chief patrons. If the presence of a dispensary of intoxicating liquors near a school house is a danger to the pupils,

then the show-place, working first and foremost on the lower appetites of the child and always tending to degrade the taste of the child, is a far greater evil.

EQUAL PAY WITH MEN.

The women teachers in the public schools of New York city are making a strong fight to secure pay equal with that which the men receive. Through their various associations, they propose to take the battle before the state legislature, if they are not successful with the board of education.

Viewed from the proper standpoint, the women teachers are correct, and it is no credit to the men to oppose them. If justice is practiced, the sex of the worker is not to be considered; worth should be the only factor. It is manifestly unjust to pay a woman only three-fourths or two-thirds paid for the identical work if done by a man. There is no excuse, except long-continued custom.

Why should a female teacher, provided she produces equal results, be paid less than a male teacher? Surely, the pay should be equalized, where equal ability is shown.

APPOINTING HOME TEACHERS.

It can be said without fear of contradiction that no duty of a school board is more important than that of selecting teachers. For as the old proverb has it: as is the teacher, so is the school. It naturally fol-

lows from this that the utmost care should be exercised in the appointment of teachers. Professional equipment, character and teaching ability should be considered above everything else. The statement that an applicant is a home girl or a local boy should have no weight, unless the qualifications of the young person in question are such as to merit a place in the schools.

The practice of appointing home teachers to the exclusion of all others is harmful, to say the least. Educational experts find it of immense value to get outsiders into a school system, to infuse new blood and new ideas. It is true that local prejudice and sentiment will always favor the local product. No board can, however, afford to draw a Chinese wall around its schools. The result is invariably disastrous.

Departmental work has been introduced experimentally in the upper four grades of one school in Omaha, Neb. The plan of having a teacher for each branch of study has been successfully employed in the seventh and eighth grades in Brooklyn. Other cities have tried it, including the sixth grade with the two highest classes. Superintendent Davidson is the first to try it in the fifth grade.

New York City. Stenography has been introduced in thirty-two evening schools outside the evening high schools, where the branch is a regular study. The object is to afford students who live long distances from the high schools ample opportunity for taking the work.



Why school accommodations are short in some localities.



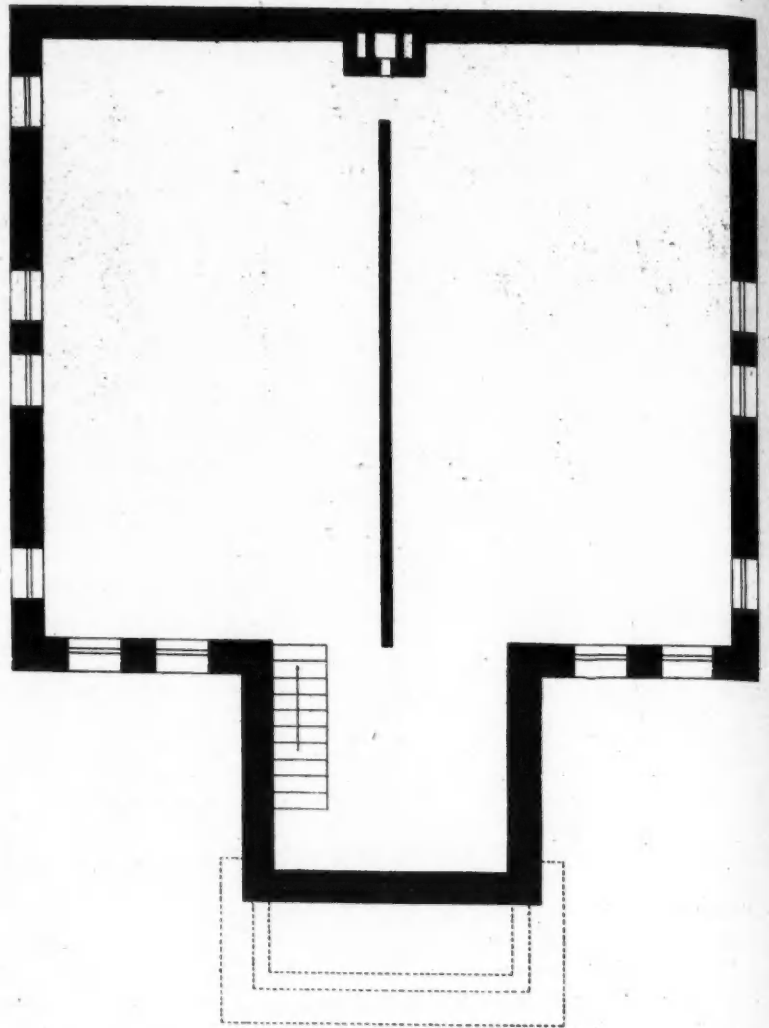
Again, the Tragedy of Football.



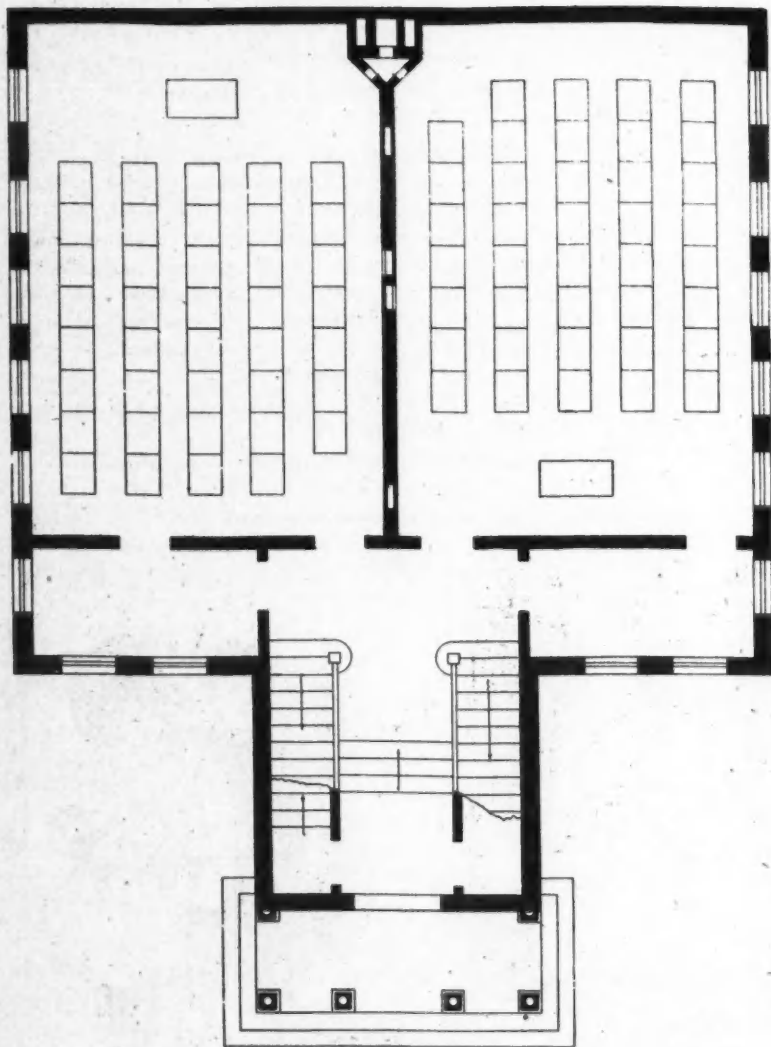
Lest we forget: the pupil occasionally weighs the teacher.



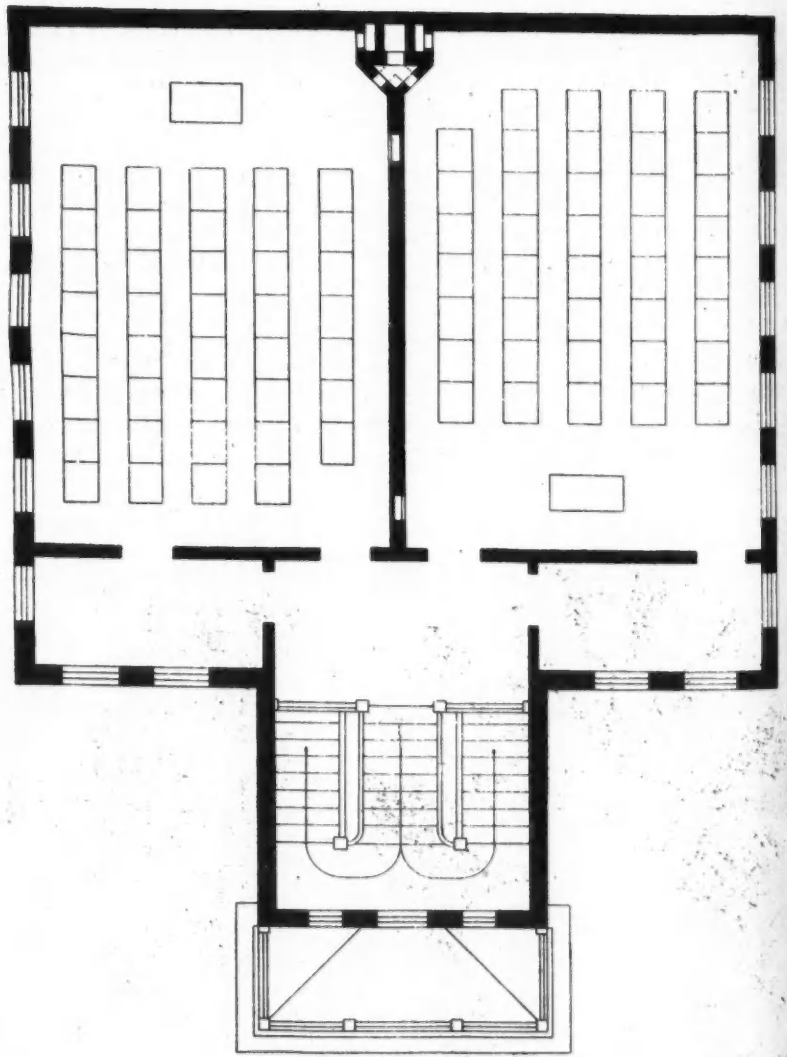
FRONT ELEVATION Bert D. Keck.
NEW SCHOOL, HUMBOLDT, MINN.
Bert D. Keck, Architect, Crookston, Minn.



BASEMENT PLAN.



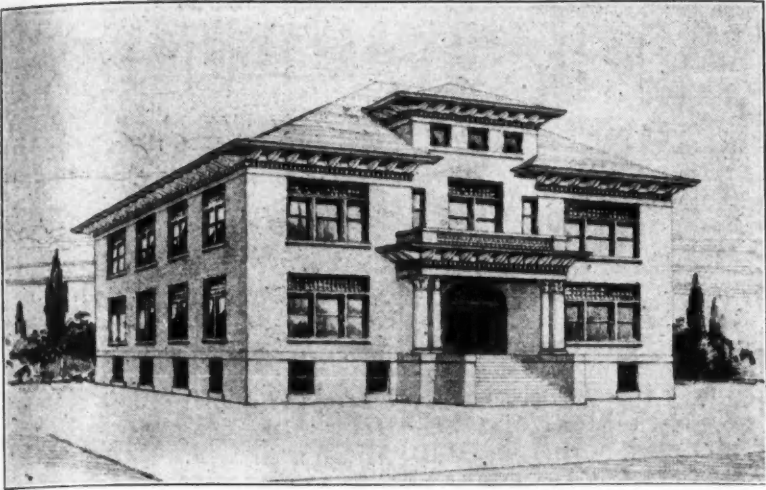
FIRST FLOOR PLAN.



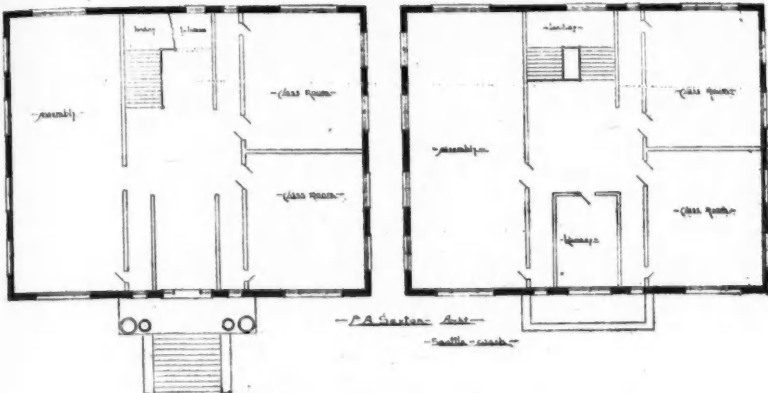
SECOND FLOOR PLAN.

FRONT ELEVATION AND FLOOR PLANS, NEW SCHOOL, HUMBOLDT, MINN.
Four rooms. Cost, without heating or plumbing, \$7,500.
Bert D. Keck, Architect, Crookston, Minn.

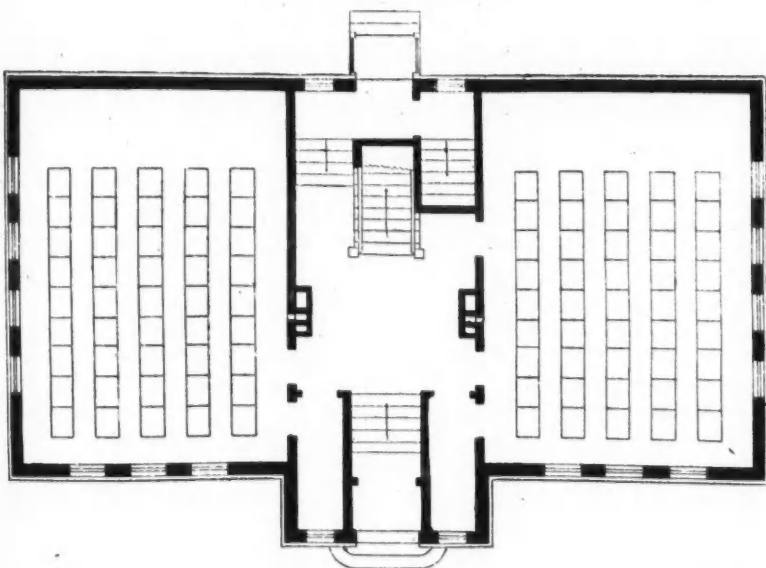
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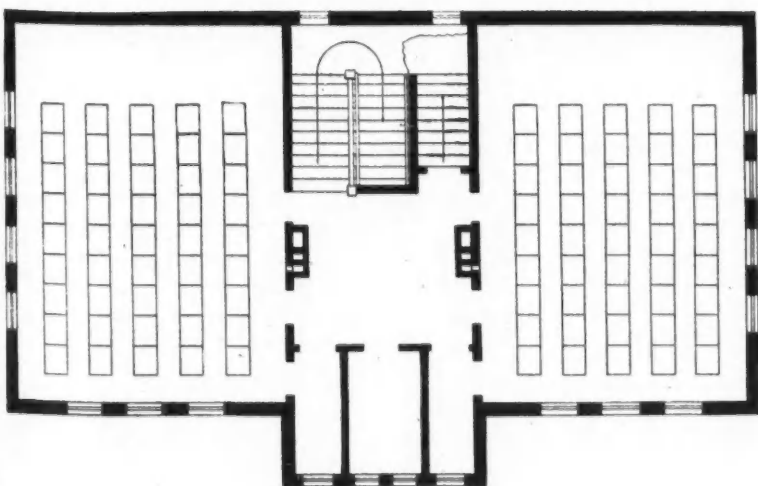
NEW HIGH SCHOOL, SILVERTON, ORE.
F. A. Sexton, Architect, Seattle, Wash.



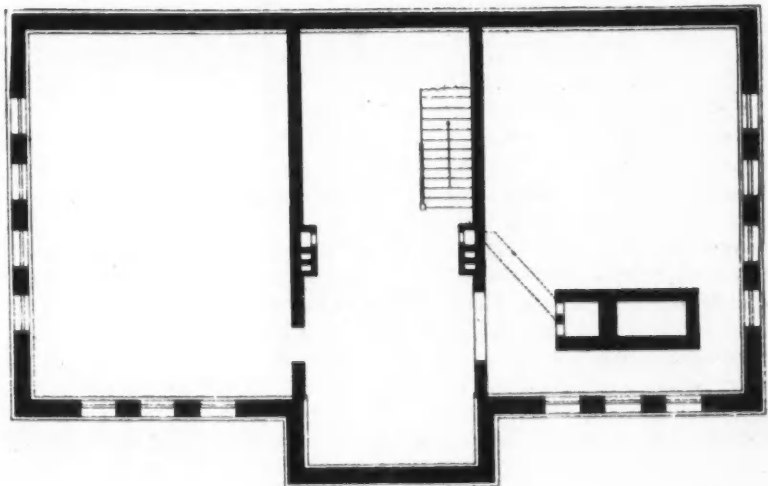
FLOOR PLANS, NEW HIGH SCHOOL, SILVERTON, ORE.
See description, page 12.



FIRST FLOOR PLAN

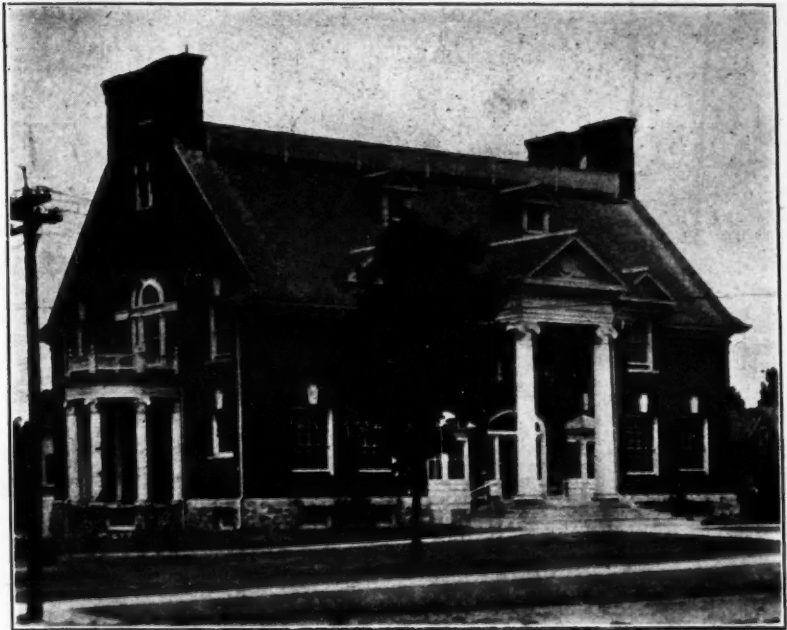


SECOND FLOOR PLAN

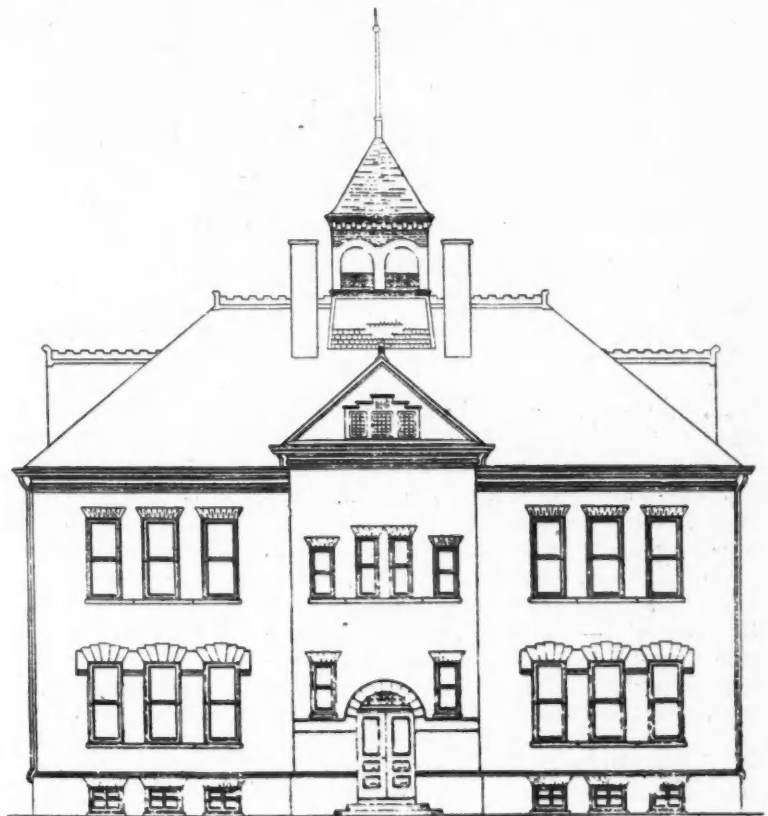


PLAN OF BASEMENT

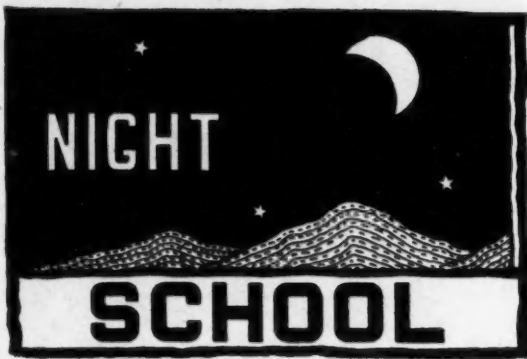
FLOOR PLANS AND ELEVATION, NEW SCHOOL, KENNEDY, MINN.
Cost, with steam heat and ventilation, \$11,000. Bert D. Keck, Architect, Crookston, Minn.
See description, page 12.



LANGLADE COUNTY TEACHERS' TRAINING SCHOOL, ANTIGO, WIS.



FRONT ELEVATION



Spokane, Wash. Evening classes will be held in the high school during the coming winter. The regular high school subjects will be taught.

Milwaukee, Wis. Ten night schools, with forty-eight teachers in charge, in addition to the principals, have opened in three sections of the city. Children under sixteen years of age are not accepted. No tuition fee is charged. The nights of the week are Tuesday, Wednesday and Thursday.

Grand Rapids, Mich. Four night schools are to be opened early in November. Each school is to choose its own subjects of study and decide upon the three nights and time of meeting.

Detroit, Mich. Advanced mechanical drawing will be especially taught in the chief of the five night schools to be conducted this year.

Houghton, Mich. Night schools are being conducted in the Central school building, with especial emphasis on commercial courses.

Dallas, Tex. The board contemplates the opening of an evening school for girls and women.

Philadelphia, Pa. Under the supervision of the board of education an evening trade school has been opened for boys and men with an enrollment of five hundred.

The trades taught include plumbing, brick-laying, printing, patternmaking, carpentry, electric construction and metal work. The elementary study of the English language, spelling, penmanship and business forms are part of the curriculum, with arithmetic and simple drawing. Tuition is free, and any man or boy over fifteen years of age residing in Philadelphia can become enrolled, provided that he convinces the principal of his fitness to take up the work. School hours will be from 7:30 to 9:30 on five nights of the week, and every student must average 80 for attendance, unless absent on account of sickness.

By this rule the board of education hopes to keep up the attendance and to weed out those who do not apply themselves. Three years will constitute the course of elementary study and work. About \$17,000 has been spent by the city in fitting up the school with mechanical appliances.

Hoboken, N. J. The evening schools will be in session sixty-four nights during the winter months. Classes will be held Monday, Tuesday, Thursday and Friday, from 7:30 until 9:30.

Seattle, Wash. Evening classes will be conducted in six buildings for both high and grade school subjects. Teachers will receive \$2 per evening and principals will receive \$2.50.

Saginaw, Mich. An evening school has been opened experimentally by the board of education. The sum of \$1,000 has been appropriated to allow for the employment of three teachers and for other necessary expenditures.

Reading, writing, spelling and commercial arithmetic are the branches taught. Others will be introduced as required.

Houghton, Mich. A free night school has been opened in the high school building. Four sessions are held each week from 7:30 to 9:30. The branches taught include the studies of com-

mon schools, together with stenography, business arithmetic, bookkeeping and other commercial studies. The attendance and the earnestness of the students will determine the length of the winter's term.

Rochester, N. Y. Five principals and about 160 teachers are required to teach the night classes conducted in the public schools.

The salaries of the principals vary, according to the number of rooms, from \$60 to \$40 per month. Janitors receive \$30 to \$20 for extra services in cleaning rooms used.

Oshkosh, Wis. The evening schools will be in session for a term of twenty weeks, three nights per week. All of the common branches will be taught. A manual training and a domestic science department will be operated. The teachers of these classes will receive no pay from the board but will charge a fee.

Houston, Tex. Two evening schools have been opened with an enrollment of 150 students. Most of the young people are taking elementary work and a few are entered as high school students.

Columbus, O. From present indications it is not likely that sufficient students can be obtained to justify the opening of evening school classes. Under the strict enforcement of the compulsory school law, children who formerly attended evenings are new in the regular day schools.

Philadelphia, Pa. The reorganization of the night schools has been begun by Superintendent M. G. Brumbaugh. This was one of the reforms suggested by President Edmunds of the board of education in his last annual message. Ever since Mr. Brumbaugh came into office he has been planning the scheme of reconstruction. He has now completed a plan which will, he believes, save the city many thousands of dollars, and at the same time increase the usefulness and the facilities of the evening schools.

The general idea of the scheme of reorganization is the merging of many of the small schools and the establishment of larger and better equipped centers. There were last year in the city about fifty night schools, with an average total attendance of 11,000. Many of the schools were small and sparsely attended.

Cincinnati, O. The two evening schools conducted by the board of education are the only evening secondary schools which have a first grade rank in the state of Ohio.

Racine, Wis. Evening classes will be conducted by the public school authorities during two terms of eight weeks each.

New York. Eleven high and two evening trade schools have opened for the winter, with an increase in registration of over 22 per cent. The schools are in session four nights a week instead of five nights, as was customary previously.

Holyoke, Mass. The free evening schools opened for the year October 3, and will be in session three evenings a week instead of four, as last year. This will necessitate keeping the school open for about two months longer than previously prescribed. The interest in the evening schools was well maintained last year, 1,283 pupils availing themselves of the privilege of attending, of which number 275 registered in the high school course, with an average attendance of 75 per cent. The cost of these schools does not bear heavily on the taxpayers; the cost last year for the day schools was estimated at \$28.46 per pupil, and for the evening school the cost was but \$8.96 per pupil. The course of studies as arranged for the current year in the evening schools embraces the following subjects: Grammar schools, the usual work of the day schools, the upper four grades, high school, language, literature, English, French,



Supt. F. P. GEIGER, Canal Dover, Ohio,
President Eastern Ohio Teacher's Association which
meets in Steubenville at Thanksgiving time.

German and Latin, industrial drawing; commercial branches, to include bookkeeping, stenography, typewriting, commercial law, etc.; civil service, mathematics, arithmetic, algebra and geometry; science, physiology, physics and chemistry; history, ancient, medieval, English, French, United States, and civics. Further classes will be organized whenever a sufficient number of pupils warrants

NEW SCHOOL BUILDINGS AT HUMBOLDT AND KENNEDY, MINN.

The new school buildings being erected at Humboldt and Kennedy, Minn., were designed by Mr. Bert D. Keck of Crookston, Minn. They represent the best type of village school architecture in Minnesota, and for that matter in the northwest.

The building at Kennedy measures 35 by 65 feet and contains four classrooms each 23 by 32 feet in dimensions. The walls are built of brick, with pressed brick facing, and stone trimmings. The floors are maple and the interior finish is pine. The stairs are constructed of birch and oak. Room is provided for 186 to 212 pupils. Heat is supplied by a steam system with indirect radiation. Vent flues containing steam coils are depended on for ventilation. The cost of the heating and ventilating system is \$1,050. The entire building complete cost \$8,850, including two large cisterns.

The building at Humboldt is slightly smaller than the Kennedy building, the outside dimensions being 39 by 45 feet. Each classroom measures 21 by 30 feet and will hold 40 to 45 pupils. All the walls are built of brick and stone. Steam is used for heating with indirect radiation. Ventilation flues with coils for each room produce the ventilation. The cost of the building is \$6,500; of the heating and ventilating system \$1,000.

Silverton High School.

The new high school at Silverton, Ore., presented on page 11, was designed by Architect F. A. Sexton, Seattle, Wash. The building measures 66 by 76 feet and is of stone and brick construction. A hot water gravity system, installed at a cost of \$1,500, furnishes the heat and ventilation. Accommodations for three hundred students are afforded in the entire building, and each assembly room will seat one hundred and fifty. The cost of the building is \$14,000.

Pittsburg, Pa. The school board will invite eleven architects to submit plans for the new high school, each to receive \$750. The successful architect will receive the usual commission. The building is to cost \$1,200,000.

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A Minimum Salary Law for Teachers

By Supt. E. C. Warriner, Saginaw, Mich.

The purpose of this paper is, first, to define what is meant by a minimum salary law by reference to existing laws, and, secondly, to present some arguments for the enactment of such a law in this state.

So far as I have been able to learn, six states in the Union have statutes prescribing that teachers in the public schools shall receive not less than a certain fixed salary for their services. These states are Pennsylvania, West Virginia, Maryland, Indiana, Ohio and South Dakota. In Pennsylvania, the minimum school term is seven months and the minimum rate of salary fixed by statute in 1903, \$35 per month, making the minimum yearly salary \$245. If \$245 a year is a minimum salary under the law, one cannot help wondering what it was before this law was enacted. The West Virginia law, passed in 1901, makes the salary dependent upon the grade of certificate held by the teacher. The certificates are graded according to the standing of the teacher on examinations, first grade certificates being issued to applicants who attain a general average of ninety per cent, second grade to those reaching eighty per cent., and third grade to those having seventy per cent. Teachers with first grade certificates must be paid not less than \$30 per month, second grade \$25 per month, third grade \$18 per month. The law in Maryland prescribes that no white teacher shall receive a salary less than \$300.

The Indiana Law.

The minimum salary law in Indiana is the one best known throughout the country, owing to the publicity given to the movement which resulted in its enactment. Some years ago the Indiana State Teachers' Association appointed a committee to study the question of teachers' salaries in that state. This committee made a thorough canvass of the subject under the leadership of Superintendent J. W. Carr, then superintendent of schools at Anderson, Ind., and as a result of their report a minimum salary law was passed in Indiana, March 11, 1903. The method employed by this law in determining teachers' salaries is something unique and is as follows: "For beginning teachers, the minimum daily wage shall not be less than an amount determined by multiplying $2\frac{1}{4}$ cents by the scholarship given said teacher on his highest grade of license or certificate. After a teacher has taught one term, his daily wage shall not be less than an amount determined by multiplying $2\frac{1}{2}$ cents by the general average of scholarship and success given the teacher on his certificate. After three years of teaching, the wage shall not be less than an amount determined by multiplying $2\frac{3}{4}$ cents by the average of scholarship and success given the teacher." The Indiana law encourages teachers to attend county institutes by providing that two per cent. shall be added to a teachers' general average of scholarship and success in case he attends the institute the full number of days. The minimum grade upon which teachers' certificates may be issued in Indiana is 85. The minimum salary then for beginning teachers in Indiana must be per day 85 times $2\frac{1}{4}$ cents, or \$1.91, which, for a month of twenty days, would be \$38.20. For teachers who have had at least one term's experience it is 85 times $2\frac{1}{2}$ cents, \$2.12 a day, or \$42.40 for a month of twenty days. For those who have had three years' experience, it is 85 times $2\frac{3}{4}$ cents, \$2.34 a day, or \$46.80 a month.

As I have said, the scholarship and professional success of the teacher are averaged together, the professional success being furnished by the county superintendent in the case of rural teachers and by the city superintendent in the case of cities. The general average of the applicant's academic standings constitute one part of the final grade and the per cent. placed upon his school-room success the other part, the average being obtained by dividing the sum of these two items by two. These provisions make the Indiana law rather complicated and cumbersome and the tendency in minimum salary laws at the present time is to name an arbitrary minimum salary. This is the provision in the Ohio minimum salary law, passed by the Ohio legislature last April. This law provides in terse language as follows: "No person shall be employed to teach in any public school of Ohio for less than \$40 a month." This law also provides that if any school district in Ohio has not sufficient money to pay teachers \$40 per month for eight months of the year after the board of education has made the maximum school levy authorized by law, said school district is authorized to receive from the state treasury sufficient money to make up the deficiency. State Commissioner of Schools Edmund A. Jones of Ohio writes me under date of October 11, 1906:

"It is too early in the trial of the law to be able to say what the public opinion concerning the same will be. There are a few boards over the state that have refused to comply with it, but it is very probable that at the end of the school year some of these boards will be compelled to settle with the teachers in accordance with the provisions of the law."

Public Opinion on the Law.

It occurred to me that it might be interesting in this connection to ascertain something of the state of public opinion in Indiana concerning their law, as it has been in effect three years now and it may be assumed that some fair opinion as to its workings may be had. I therefore wrote to the state superintendent of public instruction, who replied as follows: "The people are satisfied with this law in this state. There has been no objection to the law so far as I have heard. The teachers of the state are now planning to ask the next legislature for a new law giving the teachers higher wages." I also attempted to secure what might be called non-professional opinions, for I assumed that superintendents of schools and school people in general would be in sympathy with the law. I therefore wrote to the mayors of ten leading Indiana cities, asking the following questions:

1. Do you regard the minimum salary law in Indiana as a wise and just measure?

2. Is public opinion in sympathy with this law, opposed to it, or indifferent in regard to it?

Of the ten whom I addressed, five either failed to answer or turned my letter over to the superintendent of schools, and of the five that did reply two had no opinion on the subject. The remaining three are in favor of the law and believe that public opinion also is in sympathy with the same. The Hon. Leonidas A. Guthrie, mayor of Muncie, Ind., wrote me as follows:

"In reply, will say that I most assuredly believe that the minimum salary law, as it exists in this state, is of great benefit to the patrons of the schools, to the pupils in the schools, as well as a step in the right direction to secure the most efficient teachers for the schools. The trouble has always been, in my judgment, that the teachers in our public schools have been too poorly paid, which has resulted in the young men and women abandoning the teaching of schools in order to engage in more lucrative business, and this change usually occurring at a time when such teachers were the best able to render to the public, good and

efficient service. My motto has always been, 'A laborer is worthy his hire,' and I sincerely believe that, when a young man or a young woman has prepared himself or herself for the great work of teaching in our public schools, they should be encouraged by paying them such salaries as would justify them in devoting their time and the better part of their lives to this great work."

"As to the second question, I will say that, so far as I have been able to learn, the people generally are highly pleased with the minimum salary law, and especially is this true with those people who *THINK*."

Merits and Defects of Law.

The Hon. Jacob Best of New Albany wrote as follows:

1. "The minimum wage law, as a law, is just and wise. It is just because it insures an approximate living wage for the teacher, and wise because it dignifies and makes more independent the school teaching profession. I believe there ought to be some minimum wage law on the statute books. The provisions of the present law, however, do not meet with my approval. The minimum wage at the present time is dependent to a very great extent upon the teacher's scholarship as obtained from the County Superintendent. Experience demonstrates that in lower grade work, at least, many of the most efficient teachers do not make high grades upon examination; consequently, the wages paid under the minimum wage law are not always an indication of a teacher's real worth to a school system."

2. "Again, in order to keep down the tuition expense as much as possible, many township trustees have been guilty of the abominable practice of choosing teachers not for their efficiency but because of the low grade of license which they hold. In such cases, the minimum wage law has worked a hardship rather than a benefit upon the schools."

3. "I feel that there ought to be a minimum wage stated in terms of dollars per day or per month for the first year a teacher is on the pay roll and that this amount ought to be increased the second year and the third year until a maximum is reached, which is to be the lowest price paid the teacher at the end of three years' service; for example, say, not less than \$45 for the first year, \$50 for the second year, and \$55 for the third year, with the understanding that any school system is at liberty to pay more, and with the further understanding that no teacher is to be retained after the first year, or the second or the third, etc., unless her work reaches a certain degree of proficiency."

"I want to state further that the minimum wage law has been of more benefit in the country than in incorporated towns and cities. You ask is public opinion in sympathy, opposed, or indifferent to the law. I believe in the country places that public opinion is in sympathy with the law. In the cities, I believe that the public opinion is indifferent, because I do not believe that a great number of the public are aware of the provisions, purpose and the workings of the law."

"In conclusion, I would say that I believe that a minimum wage law ought to be established, but instead of determining the daily wage by scholarship grade and professional success, an arbitrary amount per day as the minimum after one, two, and three years of service should be stated in the law."

Not being satisfied with the result of my inquiries to the mayors of Indiana, I wrote next to the presidents of the boards of education in the same ten cities and received replies from the presidents of two cities. The other presidents addressed handed the letter to the superintendent of schools, so that I received letters from the superintendents in the cities of Fort Wayne, Richmond, Elkhart, Terre Haute, Anderson and Wabash. These superintendents are unanimous in their opinion that a minimum salary law is both wise and just, and that popular opinion is in general in sympathy with the law. A significant feature of the replies received from the superintendents is the suggestions made for improving the law. Superintendent Study of Fort Wayne writes: "The trouble with the Indiana law is that while making fair provision for beginning teachers, it does not provide fairly for those who have achieved success and have had successful experience of a number of years. In other words, it does not provide a sufficient difference between the beginning teacher and the experienced and successful one." Superintendent Adelaide S. Baylor of Wabash says: "The principle is good, but I do not think the distinction between inexperienced and experienced teachers sufficient." I have given so much attention to the Indiana law because it is the only minimum salary law providing any adequate salaries that has had a fair trial.

(Concluded in December Number.)



A Change in Policy.

Sacramento, Cal. In view of criticism made with regard to the mode employed by the state board of education in the selection of text-books, a complete change has been made in the policy of the board, and the names of all critic-readers of text-books will hereafter be announced.

It was charged that the names of the critics had been furnished to some publishing houses and that the readers were influenced by agents of the favored publishers in passing favorably upon inferior publications. While the names of the critics are made public the rules with regard to the readers receiving agents of publishing companies are made more stringent than ever.

The reports of critic-readers to the text-book committee and their individual opinions as to the merits or defects of any text reviewed will not be made public, but will be considered as private and confidential.

Critic-readers, in the prosecution of their work, may not be annoyed by publishers' agents, or be subject to attempts to influence their judgment as to the merits of any text; they are respectfully requested not to permit an interview or discussion with any person on texts under inspection.

Agents of publishers have been notified that interviews, letters or other communications, either direct or indirect, with critic-readers are not permitted, and that any violation of this rule shall be deemed sufficient cause to work a forfeiture of the right of such agent or publisher to have his books considered with others in competition.

A new speller and penmanship book will soon be selected for publication in the state printery.

New Series of Latin Classics.

The Macmillan Company announces for early publication a new series of Latin classics edited for the younger students in colleges. The books will contain a brief introduction, standard text, and a commentary helpful to the student in the interpretation of the text, and presented in the simplest and briefest form consistent with the attainment of that end. The great progress that has been made in the scholarly treatment of Latin texts has unfortunately resulted in some cases in the production of books that are cumbersome and expensive. It is believed that scholarly accuracy is not consistent with brevity and conciseness of statement, and it is intended that the books of this series shall be helpful in the fullest degree, while convenient in size and reasonable in price.

Among the volumes in preparation are selections from the writings of Tacitus, Terence, Livy and Horace.

North Carolina Adoptions.

History—Beginner's History of the United States, Chamber's High History of the United States, by University Publishing company.

Readers—Graded Classics, first and second, B. F. Johnson Publishing company. Classics Old and New, third, fourth and fifth, by University Publishing company.

Arithmetic—Johnson's Series, primary, intermediate and advanced, B. F. Johnson Publishing company.

Language and Grammar—Hyde's Lessons in English, Book 1, D. C. Heath & Co. Our Language, Book 2, Smith, B. F. Johnson Publishing

company. Buehler's Modern English Grammar and Composition, by Newson & Co.

Geography—Maury's Elementary, Maury's Complete, University Publishing company.

Spelling—A Spelling Book, Foust and Griffin, by Alfred Williams & Co.

Physiology—Lippincott's Physiology, three book series, J. B. Lippincott.

Drawing—Practical Drawing, by Webb & Ware.

Writing—Natural System of Vertical, D. C. Heath & Co. Old North State copies, Old North State Publishing company. Smithdeal Writing Book, slant, B. F. Johnson Publishing company.

Agriculture—Beginner's Agriculture, Hill, Burket and Stevens, by Ginn & Co.

Dictionaries—Webster's primary common school, high school, academic.

Adoption of text books on Civics and North Carolina History was postponed until later. Wheeler's Primer was recommended by the commission for schools using a primer. Rand, McNally & Co.'s First Book in Business Methods was also recommended for use in grades above Fifth Reader.

The lateness of the Ohio adoptions caused a shortage of books in many cities of that state during the first month of the school year. Under the law the adoptions could not be made before August 20, and in consequence, the publishers had but a very short time to fill orders for thousands of books. In many localities the old books were used until the new ones arrived.

Cleveland, O. Instruction in penmanship has been extended to the eighth grade and pupils will practice writing for one period of twenty minutes a week. The change is a result of placing more emphasis on the fundamental branches.

Four volumes are announced for early publication in the new series of the Macmillan Pocket Classics: Lamb's Essays of Elia, Thackeray's Henry Esmond, Emerson's Representative Men, Shakespeare's The Tempest.

The publication of "An Elementary Treatise on Differential Equations," by Dr. A. Cohen, of Johns Hopkins University, is scheduled at an early date by D. C. Heath & Company. The book will be of especial interest to students in engineering, as well as to mathematical instructors generally.

TEXT BOOK ADOPTIONS.

Peoria, Ill. Adopted, Dodge's geographies, Rand, McNally & Company.

St. Louis, Mo. The following supplementary texts have been purchased by the board of education: Brooks' primer, D. Appleton & Co.; Text-books of Art Education, books VI. and VII., Prang Educational Co. High school texts adopted: Huffcut's Elements of Business Law, Ginn & Co.; West's Modern History and Ancient World, Allyn & Bacon; Moody & Lovett's, A First View of English Literature, Chas. Scribner's Sons; Moore's Commercial arithmetic and Brooks' composition and rhetoric, American Book Co.

In response to requests from the high school principals the following texts have been authorized by the board: Bruno's Les Infantes Patriotes, Lamartine's Jeanne d' Arc, D. C. Heath & Co.; Moliere's Les Precieuses Ridicules, Ginn & Co.; Corneille's Le Cid, Henry Holt & Co.

Elgin, Ill. Adopted Sykes Elementary Composition, Scribners; Stone-Millis Algebra, Benj. H. Sanborn and Coulter's Text Book in Botany, D. Appleton & Co. taking the places of Herrick & Damon's Rhetoric, Hall & Knight's Algebra Canton, O. The Dodge and King geographies have been adopted.

Continued on page 20.

MODERN CHILD TRAINING.

The study of European school administration teaches American school officials many valuable lessons. With the experience of several centuries, certain forms and customs have come into use which certainly cannot be neglected. Toleration and support of religious instruction in almost all public schools, is one of these.

The American school system has encountered so much difficulty with most of its religious ventures and experience, that the exclusion of all bibles and of the Lord's prayer, has, in general, been the result.

Still people feel the necessity of some moral training.

Miss Jane Brownlee, principal of Lagrange school, Toledo, O., has been perfecting a system of child training for the past seven years, which is supposed to partly stand as a substitute for moral training. The plan which she proposes was started by a short five-minute talk every morning, before regular work, on some truism, some one of the virtues or some other appropriate subject. Through personal experience, Miss Brownlee found the effect so satisfactory that the idea was later worked into the school course and made a part of the daily exercises.

As time went on, new subjects had to be devised. One word was chosen as a motto for the whole school, placed in such a conspicuous position in the corridor as to attract the attention of the pupil entering or leaving the school. The same word was written on the blackboard in each room. The lessons to be derived during the month were then divided into four heads, one for each week in the month. Thus, "kindness" was divided into kindness to friends, to teachers, to brothers and sisters, and to animals.

From this, the school worked on to the pupil government idea. This, of course, is not new. Much has been said and written on the subject. It has its advocates and opponents. In connection with the lecture idea, this was most successful. The talks were often devoted to the management of the school-city. The value of this is self-evident.

Mr. G. W. Holden, of the Holden Patent Book Cover Company, Springfield, Mass., has been, for some time past, studying a new self-government idea as applied to the schools. This, by the way, calls for the appointment by the teacher of two or three pupils in every two or three rows in a room to act as "room librarians," whose duties are the care of all books in the desks, making repairs where necessary, and reporting all misuse. Care and saving of time are its objects. In other words, it is a continuation of the plan of pupil government.

Mr. Holden in consulting on the matter was referred to the Lagrange school of Toledo, O. He went there. On entering the building he was welcomed by a large banner on which was written the word "Courtesy." This interested him. He studied the workings of the school. He saw the value of Miss Brownlee's scheme and believed it ought not to be confined to Toledo, O. Mr. Holden soon secured a detailed description of her system. This was then published at his own expense in pamphlet form and sent free to every superintendent of schools in the United States. The edition was exhausted in a short while and Mr. Holden was prompted to issue another, which he supplies at the nominal cost of 10 cents.

Mr. Holden must be complimented for his progressive spirit and the unselfish manner in which he has interested himself in this movement.

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American Hero Stories.

By Eva March Tappan, Ph. D. Illustrated, 265 pages. Price, 55 cents net, postpaid. Published by Houghton, Mifflin & Company, Boston, New York, Chicago.

Voyagers and explorers, pioneers and soldiers hold the center of the stage in this book. Thus, Daniel Boone and David Crockett as well as John Paul Jones and William Penn are described, or rather some story in their lives is told.

In fact, about thirty of the best stories, designed to leave a wholesome impression upon the child mind, are told in an attractive manner and adequately illustrated.

Typewriting Lessons.

By Stella M. Smith. In four parts. Price, \$1.30. Sadler-Rowe Company, publishers, Baltimore, Md.

"Typewriting Lessons" must not be classed with the ordinary book of typewriting instructions. It is wholly different in method and arrangement. The entire series is constructed on the loose-leaf plan, containing the necessary practice paper for each lesson. There is no question that the person who applies himself closely to this subject, following faithfully these lessons, can become an expert stenographer.

Part I. is devoted to general instructions, exercises and directions. Part II. consists of twenty lessons in letter form and correspondence with drills and exercises in the expert use of the typewriter. Part III. contains exercises in making carbon and letter press copies, addressing envelopes, preparation of playwrights' copy from manuscript, billing and elementary work in legal forms. The last, Part IV., is devoted mostly to legal forms.

Essentials of United States History.

By William A. Mowry, Ph. D., and Blanche S. Mowry. 434 pages. Introductory list price, 90 cents. Silver, Burdett & Company, New York, Boston and Chicago.

The aim of this work is to make the study interesting, and through interest to stimulate the children to acquire a lasting practical knowledge of American affairs, historical and political, present as well as past. The style adopted by its authors is easy and narrative, designed especially to meet the needs of the sixth, seventh and eighth grades of the grammar schools.

Prominence is given to the history of the people, their mode of living in 1790, in 1825, in 1860, to the progress of peace, to invention, transportation, migration and immigration, to the Hague Tribunal and International Peace. The appendix contains a chronology, a table of our colonial possessions, data regarding the states and territories, the Declaration of Independence, and the Constitution.

The illustrations of the book are attractive and well chosen. They represent all the important historical events and personages.

The English Language.

Its grammar, history and literature. Revised American Edition. By J. M. D. McKeljohn, M. A., professor of the theory, history and practice of education in the University of St. Andrews, Scotland. D. C. Heath & Co., Boston, New York, Chicago.

"The English Language" is a combination of grammar, rhetoric and history of the English language. It is intended to reach high schools, academies, and seminaries, as well as

candidates for teachers' examinations and civil service examinations.

There is no doubt that the basic idea of the book is excellent. Fundamental principles must precede the study of any of the higher forms of composition. So, too, the higher forms of composition constantly and necessarily reflect back on the history that preceded them.

With this in mind, the author has divided his book into four parts. Part I. deals with the Grammar of the English Language, its Orthography, Etymology, Words and their Functions, Syntax, Analysis, Word-Building and Derivation; Word Branching, as also lists of words derived from names of persons, words disguised in form and words that have changed in meaning. Part II. relates to composition, paraphrasing and prosody. Part III. and Part IV. give an outline of the history of the English language, and literature.

The best recommendation that can be given this book is the fact that it has been most successful both in England and America.

Civil Government for Young People

A study of the American city adapted for school use and for home reading for children. By Charles Dwight Willard, secretary of the Municipal league, Los Angeles, California. 170 pages. Price, 50 cents. The Macmillan Company, New York, Boston, Chicago.

Civics, or civil government, is generally a part of the high school course of study. The text-book usually treats at length of the national government, but touches lightly on the government of the great cities. In this book the educational influence of the town meeting is recognized. This town meeting is the only purely democratic government we have in this country. The government of a large city is harder to understand than that of the nation.

All the details of the various departments are complicated. The present text-book has grown out of inquiries and investigations made by the Municipal league, of which the author is an officer, and goes into all the details of city government. It contains thirty-two chapters, each treating of some particular subject. In all large cities there is much want of accurate knowledge about city affairs, and this book is intended to awaken an interest and prepare the young for the intelligent discharge of their duties as good citizens.

Key to Isaac Pitman's Short Course in Shorthand

Price 50 cents. Isaac Pitman & Sons, New York.

As its title indicates this book is essentially a key to Isaac Pitman's Short Course in Shorthand, reviewed in an earlier number of this journal. The shorthand exercises of the original text are translated, while the exercises to be translated are given in shorthand. In other words it is an aid to the regular Short Course.

Views in Africa.

By Anna B. Badlam, author of "Stories of Child Life." Revised edition. A series of geographical readers. Book VII. Price 72 cts. Silver, Burdett & Company, New York, Chicago, Boston.

In recent years much has been written and said on "The Dark Continent." Explorations by men like Livingstone and Stanley, development of the natural resources of the country by Europeans and Americans, and a war between the inhabitants of the Transvaal and one of the mighty world powers, have given all people a natural curiosity and interest in, and about Africa.

Most of the material appearing heretofore has, however, been designed for the older generation. With the most reliable sources of information available, the author of Views in Africa has produced a book, which is designed for young people.

It treats of various topics in a most interesting manner. The continent and its physical conditions are first studied. Then, there are chapters on vegetation, on the various animals, on the Cape Colony Diamond Fields. Natal, the Boer-English War, the Suez Canal, Slave Colonies, etc.

The book is profusely illustrated with half-tone engravings. These are excellent, in so far as they give the reader a presentation of things as they really are. They awaken in him an interest for the things discussed, which could not be aroused in any other manner.

First Steps in Geography.

By Alexis Everett Frye, First Superintendent of Schools of Cuba. Price, 65 cents. Ginn & Co., Boston, New York and Chicago.

Alexis Everett Frye, as a writer of school geographies, is not unknown throughout this country. Children from the large metropolitan school system to the one-room rural school have read his books, studied them and enjoyed them.

First Steps in Geography is a noteworthy addition to his former works, in so far as it not only aims to cover the work of two school years, either the fourth and fifth or the fifth and sixth, but intends to offer a brief and thorough course to pupils who must leave school after only two years of geography study.

Man's relation to nature is emphasized. Physical and political geography are interwoven, giving reasons for the growth of cities, states and countries. Stress is laid on commerce and the relations between the producing and the consuming regions.

The maps and illustrations are of the usual excellence. Everyone acquainted with the former issues can well appreciate the appearance of the present edition.

The Mastery of Color.

Two volumes. Price \$30. By C. J. Jorgensen, author and publisher, Milwaukee, Wis.

This work covers in a comprehensive manner the practical classification of color for use in the arts and crafts. The author, who is himself a practical colorist and decorator, has for some years recognized the absolute need for a standard work on the mastery of color.

In "Mastery of Color" the author-expert teaches not only the elements of color, their qualities and possibilities, but also the various combinations that go to produce shades and tints. He leads from the simple to the complex and gives a practical demonstration of the processes employed in achieving certain results.

The initial grouping consists of the three primary colors, yellow, red and blue. These are accompanied by intermediary combination colors, blending in gradations from one to the other and form a complete set of eighteen fundamental colors. These form the basis for the whole system upon which Mr. Jorgensen bases his study. That he is not a mere theorist is borne out by the fact that the system is the outgrowth of experience in the practical field of color-mixing and the treatment of pigments.

Volume II. consists of a series of colors, shades and tints, systematically arranged, mounted upon heavy cards, and readily accessible for use.

The work is unquestionably a valuable contribution to the art of color and its practical manipulation for decorative and other uses.

A Classified Speller.

By H. B. Niver. Two Books. George S. Hulbert & Company, New York City.

In compiling the list of words used in the Classified Spellers, the author has kept two ideas in mind which are worthy of comment. Physical factors are first taken into consideration. The eye and ear are trained not only to recognize spoken and written sounds and their

Concluded on page 18.



James Cowan Dead.

Mr. James Cowan, who has been connected with the Milton Bradley Company for eleven years, died at Springfield, Mass., October 10th. News of his death will come as a shock to many in the educational trade and publishing field who knew him.

For the past nine years Mr. Cowan had charge of the business management of the Kindergarten Review and of the general advertising of the firm. Under his direction most of the books on kindergarten topics issued by the firm were published.

Mr. Cowan's genial qualities, his courtesy and spirit of helpfulness will make his death felt the more by friends and business associates.

Bookman Branches Out.

Mr. W. C. Doub, who has been Pacific Coast manager for the Macmillan school publications for many years, has resigned to enter the textbook publishing business for himself. The firm will be known as W. C. Doub & Company and will be capitalized for \$100,000.

Mr. Doub has secured for the new company the copyright of several of his own books, among them "Topical Studies in History," originally issued by Whitaker & Ray, and his American history, published by the Macmillan Company. Both these books are well established and will give the firm two paying publications to start with.

Mr. Doub combines in himself all the qualities needed for a successful book publisher. He is able to write good books himself, and consequently, also, able to judge the merits of manuscript presented for publication. On the other hand, he is able to sell books, as is well evidenced by the fact that during his time the Pacific Coast business of the Macmillan Company was increased over three hundred per cent.

Being a pioneer in a new and undeveloped field, there is no reason why the new company should not be successful.

He Invited Them All.

He was on his first trip. Schoolroom work had become tiresome and his ambition to become a well-dressed school book traveling agent had been gratified. This was his first town. They needed spellers. He had studied up all the good points in his speller, and committed to memory a few of the sharp thrusts at the books of rival firms.

Among other things which he remembered in his instructions was a little remark by his manager, "Don't hesitate at times to invite some of the school people to your hotel to dine with you. Does no harm and may do some good. Something in good fellowship, you know."

This bothered him and he pondered over it. His mind was finally made up. The town had some genial board members and some handsome teachers. He would invite them all.

And he did. At supper time the hotel swarmed with school people. After the repast the schoolmarms and board members filed into the parlor where the bookman made an after-dinner speech on spellers. He spoke long and eloquently. All enjoyed themselves hugely and the famous speller was adopted.

The bookman got word from his firm, however, to quit the "book business" and to go back teaching again. And, wrote the manager, "You eat too confounded much. We can't stand your hotel bills."

It Tipped the Scales.

"How a trifling incident may at times turn the scale in a book contest was demonstrated some years ago in a far western town," said an old book agent in a circle of the fraternity. "I entered a book fight while it was at its height, and there seemed to be absolutely no chance for my books. A strong sentiment had been worked up for the arithmetic of a rival house and its adoption was at this time a foregone conclusion. I therefore proceeded to pack my grip for departure.

"In leisurely paging over my arithmetic I accidentally noticed a familiar name in one of the examples. It was the name of a prominent judge in the town, whose name I had heard mentioned since my arrival.

"I wondered whether the author of the arithmetic really had known the man. It did not take me long to find out. In a few minutes I was in the judge's office and explained my peculiar mission.

"Why, the author of the arithmetic," exclaimed the judge with enthusiasm, "was my professor in a college down east. Give you a lift? Why certainly. Any book that he would write must be a good one. This town must adopt it."

"Suffice it to say that the whole complexion of the book contest changed and my book was adopted."

A Good Indian's Prayer.

A prominent bookman was recently heard to recite the following fervently:

"O Ye Powers that be, make me sufficient to my own occasions.

"Teach me to know and observe the rules of the game.

"Give me to mind my own business at all times, and lose no good opportunity of holding my tongue.

"Help me not to cry for the moon or over spilt milk.

"Grant me neither to proffer nor to welcome cheap praise; to distinguish sharply between sentiment and sentimentality, cleaving to the one and despising the other.

"When it is appointed for me to suffer, let me, so far as may be humanely possible, take example from the dear well-bred beasts, and go away quietly, to bear my sufferings by myself.

"Give me to be always a good comrade, and to view the passing show with an eye growing constantly keener, a charity broadening and deepening day by day.

"Help me to win if win I may; but—and this, O Powers! especially if I may not win make me a good loser.—Amen."

AMONG BOOKMEN.

Mr. W. L. Skillings, who formerly was an office man for the Milton Bradley Company at Springfield, is now travelling for the firm. He makes his headquarters at Boston.

Mr. John L. Hunt, travelling representative of the New York office of Milton Bradley Company, has been ill since September 1st, with diphtheria. He is on the road to health again and convalescing as rapidly as could be expected.

Mr. Waddy Thompson, author of Thompson's History of the United States, has been added to the agency force of D. C. Heath & Company. Mr. Thompson will work from the Atlanta office of the firm.

Little, Brown & Company have secured the services of Mr. J. R. Sparks, for a number of years prominently connected with the public schools of Indiana and Illinois, as their representative in the Middle West, with headquarters at 378 Wabash avenue, Chicago.

Mr. J. B. Cunningham, Texas representative of the Prang Educational Company, was in the north during the last month to confer with Manager W. S. Mack at Chicago.

Mr. C. M. Lawrence, who acted as representative for Eaton & Company for some time, has left the book field. He is now superintendent of schools at Idaho Falls, Idaho.

Mr. Elmer A. Schultze is now a member of the firm of Eaton & Company. Mr. Schultze was for some years agent for D. Appleton & Company.

Mr. Fred G. McNally is not active in the school book department of Rand, McNally & Company, being occupied with other departments of the firm's interests.

Mr. Jesse A. Ellsworth, who has been a representative of the New York office of the Macmillan Company, has been appointed Pacific Coast manager for the firm. He succeeds Mr. W. C. Doub, now head of the new firm of W. C. Doub & Company.

Mr. James Cowan, who for many years had charge of the advertising of the Milton Bradley Company, Springfield, Mass., died last month. Mr. Cowan was well liked and highly respected by all who knew him.

Mr. A. L. Webber has succeeded Mr. James Cowan as advertising and business manager of the Kindergarten Review, published by the Milton Bradley Company, Springfield, Mass.

E. J. Hoenshel, who was the Nebraska agent for Crane & Company, has been appointed representative for the American Book Company.

Stanley Johnson, formerly principal of the high school at Nantucket, Mass., is covering New England for Little, Brown & Co.

Among the new agents for Rand, McNally & Company who travel from the Chicago office may be mentioned Mr. John Emberland, Mr. F. Perry and Mr. M. P. Fuller.

Mr. C. B. Bowry, who has represented Silver, Burdett & Co., in southern Illinois, has retired from the book business and is now superintendent of schools at Burkeville, Va.

Mr. Howard Arbury, brother of Mr. F. W. Arbury of Detroit, is temporarily representing Silver, Burdett & Co., in Minnesota, assisting Mr. Welles.

Mr. F. C. Williams is now a representative of Silver, Burdett & Co. He makes his headquarters at Lincoln, Nebr., and travels in all parts of Nebraska.

Buffalo, N. Y.: A notable increase in the foreign born students of the evening schools has been traced to the naturalization laws. These now provide that a person who desires to become a citizen must be able to read and write the English language. An increase has also been made in the number of students taking subjects preparatory to civil service examinations.



FREDERICK HEATH,
Official School Architect,
Tacoma, Wash.

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SUPERVISION WITHOUT VISITATION.

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teachers. He who relies to the fullest extent upon all other means of supervision still finds it necessary to discuss many questions with the individual teacher. He will not find it difficult to discover what questions of discipline, method, etc., must be considered by him and the teacher directly interested. Sometimes young principals take charge of schools in which are teachers who have grown old in the service. I have heard that such principals sometimes feel reluctant about performing certain duties which it is necessary for them to perform. The principal is likely to fear that the teacher will consider him an intruder, a mere pretender who can annoy, but not assist her. I think, however, that this is seldom the case. The broad, worthy teacher does not look at it in this light, especially if the principal acts his part well. Although the teacher be an expert at her work, it is still important that the principal know his school of which her room is a part. Indeed, so many questions arise for the principal to solve, the correct solution of which requires that he know his school and know it well. I believe any cultured, well-educated young principal who honestly and conscientiously takes up the work of supervision in a common sense manner will soon find not only that he is becoming fairly well acquainted with the conditions and needs of his school, but also that he can at least co-operate with his best and most experienced teacher. If the principal cannot get a proper hearing in her room, he might heed her conversation as they walk together along the street to and from school. She will be sure to talk of what interests her, and good teachers are always interested in their school work.

The plan book appears to be very commonly used. By this I mean a book in which the teacher writes her plans. There may be several kinds of these, but the one about which I happen to know is the one by C. H. Gordon, formerly superintendent of schools of Lincoln, Neb. On the left are the days of the week. Heading the columns at the top are to be found the words Reading, Arithmetic, English, General Lessons, and two blank spaces to be filled if necessary. Lines drawn from left to right separating the days of the week, with other lines perpendicular to the first and separating the branches form rectangular spaces. In these spaces the teacher writes the assignment of lessons several days in advance. The principal examines the book at the close of the day or at any other time. He discovers what the teacher has done and is doing. He notes the length of lessons assigned and the amount of work the teacher expects the pupils to do. The record helps the principal to determine when, in the judgment of the teacher, a certain subject is completed. Aside from being of assistance to the principal, it is a record of value to the teacher, especially as the end of the school year approaches. I have never carried out this idea sufficiently to be able to say that I have really used a plan book. However, I see at least some of its strong points.

Reports of progress are often used in the supervision of schools; also statistical reports relating to enrollment, attendance, tardiness, etc., are necessary. When I find it necessary to require a certain kind of report I do so, keeping in mind that, while complete, it should be as concise and brief as it can conveniently be made. If I find the purpose for which the report was devised no longer exists, I cease requiring it. I think it unwise to require too many reports, and by too many I mean more than necessary to effective supervision. Too many reports involve a waste of time and mean unnecessary burdens upon the teacher. On

the other hand, teachers usually know about what use is made of reports, and therefore comply cheerfully with reasonable demands along this line.

I shall suggest, but not discuss, the following devices, the last three of which I should not have thought of mentioning had they not been suggested to me by other superintendents:

1. Arrange for one or two visiting days each year for teachers.
2. Hold conversations with pupils.
3. Have teachers exchange written work.
4. Have a superintendent or principal from some neighboring school, perhaps somewhat larger in size than your own, come and talk to teachers, giving them an opportunity to ask questions.

Probably most superintendents do not employ all the devices here suggested. Indeed, I do not consider it necessary for them to do so. I do believe, however, that, whatever else a successful principal may do, he will use at least a few of the plans here given.

When I was asked to write on this subject, I decided at once to send out letters to many superintendents and principals of the state asking them what they consider most helpful in supervision. I began sending out these letters, getting down to about the tenth or eleventh name on my list when I had to stop for that day. It was a week before I could take up the matter again. By that time answers to most of my letters were in and I concluded to write no more for two reasons: first, during the brief time remaining until this meeting I could not examine and make use of many letters; second, the replies to the few letters I did write were so nearly what I expected, so satisfactory, and they so nearly agreed upon what were considered the most important aids to supervision, that I felt fairly sure of my ground without further investigation. Most of these letters did not discuss methods of supervision, but only suggested them, and this was what I most desired. If the superintendents of all the larger schools were consulted, no doubt we would have suggested to us practically all devices for supervision, in as much as many of these superintendents have had experience also in smaller schools with only a very limited time for supervision. However, this would not give us all the information that might be desired. I think answers to such as the following questions by principals in towns of about ten teachers and less would be of considerable interest:

1. Are you granted a portion of school time each day for supervision? If so, how much? Do you consider the time you have for this purpose sufficient?
2. If you have no special time for supervision, do you supervise? If so, how do you plan to do it?
3. If you have a recitation each period of the day, do you find it possible to visit your teachers? If so, how do you plan to do it?
4. If there is need for more visitation or supervision in your school, which is the greater need?
5. Do you have more or less time for visitation and supervision than when you first assumed the duties of your present position? If more, how was the change brought about?

In the absence of answers to the above questions, I shall say but little along this line. It would be of interest to know how many principals in schools of eight or ten teachers or less have what they consider ample time for inspection and supervision. I believe that those principals who are required to teach all periods of the day find it much easier to solve the problem of visitation than that of real supervision. Although such principals are often unable to do as much visiting as should be done, as a rule

they do arrange to observe the work of their teachers. They so plan the work of their own classes that they may occasionally leave the room ten, twenty or thirty minutes at a time without any serious loss to the pupils. To step into an adjoining room to listen to another teacher conduct a recitation is often a pleasant change and does not of necessity add materially to the burdens of the principal. But when it comes to real supervision, that is a more difficult problem. To make the most of teachers' meetings, to give to teachers proper written directions, to make the tests of value to all concerned, to make the teacher's plan book count for the very most possible, to so study conditions that something worth while may be said in conversation with teachers—these things require thought which involves an element of time. The principal who teaches the English and the algebra, the Latin and the geometry, the history and the bookkeeping, the civics and the physics, finds, at the close of the day when he has planned the work for his own classes and now begins to think of supervision, that his twelve, his fourteen, aye, his sixteen or more hours are passed, and, somehow, the needs of nature demand that he close his eyes and be satisfied with dreaming out his plans of supervision during the remainder of the night. I do not mean that such principals are not supervising. No doubt many of them are teaching full time and teaching well; they are also supervising and doing that just as well (as they can), and those who really do all this should be ranked with the strong educators of the state. However, I believe it would meet the approval of these principals and be better for their schools if they were granted at least a little time for supervision. I believe, also, that answers to the last question would indicate that school boards are usually willing to do the right thing when they are properly shown.

A FOOD CONVERT.

Good Food the True Road to Health.

The pernicious habit some persons still have of relying on nauseous drugs to relieve dyspepsia, keeps up the patent medicine business and helps keep up the army of dyspeptics.

Indigestion—dyspepsia—is caused by what is put into the stomach in the way of improper food, the kind that so taxes the strength of the digestive organs they are actually crippled.

When this state is reached, to resort to stimulants is like whipping a tired horse with a big load. Every additional effort he makes under the lash increases his loss of power to move the load.

Try helping the stomach by leaving off heavy, greasy, indigestible food and take on Grape-Nuts—light, easily digested, full of strength for nerves and brain, in every grain of it. There's no waste of time nor energy when Grape-Nuts is the food.

"I am an enthusiastic user of Grape-Nuts and consider it an ideal food," writes a Maine man:

"I had nervous dyspepsia and was all run down and my food seemed to do me but little good. From reading an advertisement I tried Grape-Nuts food, and, after a few weeks' steady use of it, felt greatly improved.

"Am much stronger, not nervous now, and can do more work without feeling so tired, and am better every way.

"I relish Grape-Nuts best with cream and use four heaping teaspoonfuls at a meal. I am sure there are thousands of persons with stomach trouble who would be benefited by using Grape-Nuts." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a reason."

NOAH WEBSTER'S SPELLING REFORM.

The movement for simplified spelling recalls the pioneer effort of the same sort in the United States, undertaken more than a century ago. Noah Webster, of sainted memory, author of the spelling book and dictionary, was the innovator. A man of some learning and of unusual industry, he had conceived a great disgust for the spelling books of Dilworth and Jonson, which he had used as texts while he was a New England school master.

As he set to work to correct some of their most glaring monstrosities the idea occurred to him of instituting a thorough-going reform in English spelling. His scheme was revolutionary. He proposed to cut out silent vowels and to discard all letters that did not stand for a distinct sound. New characters were to be introduced so that the whole alphabet was to be made over. Here was the first well ordered plan for phonetic spelling propounded in America.

Webster was only 27 years old. He was enthusiastic and intensely self-confident. To call his attention to his plan he read a series of lectures in the winter of 1785 at Annapolis, Baltimore, Philadelphia and New York. They attracted much favorable comment. A contributor to the Pennsylvania Gazette wrote in praise of the American who was bold enough to break away from English prejudices and to institute reforms that the mother country would be forced to follow. Philadelphia alone was hostile. There was jealousy of New England in the Quaker city and its newspapers made sport of the Yankee school master who was expecting to foist his ideas on the country.

The ardent hopes of Webster, however, were not realized. The innovation did not come as he had expected. But forty years later when he prepared his dictionary he introduced many sensible simplifications that have been generally adopted. He dropped the "u" from twenty words of the class of "honor," "favor," "labor." He changed the "tre" of such words as "theatre" and "centre" to "ter." He omitted a few superfluous letters. In short, he followed so far as possible his rule that "the tendencies of our language to greater simplicity and broader analogies ought to be watched and cherished with the utmost care." His conservative reforms carried after his radical attempts had failed.

BOOK REVIEWS.

(Concluded from page 15)

combinations, but the muscles by persistent drill are made to reproduce accurately and almost automatically the mental pictures even of words whose written forms do not correspond with their pronunciation.

Secondly, the reproduction of words as wholes has been replaced by the analytic method. Words are divided into syllables on the ground that elements and not wholes compose the words fundamentally.

A Classified Speller is made up of two books. Book One, designed for the first, second, third, fourth, fifth and sixth years, is published in one volume or six smaller separate parts for each corresponding year. Book Two covers instruction for the seventh and eighth years, and is especially suited for Grammar, Preparatory and Commercial Schools.

In both books of the series the words are divided into a certain number of lessons. The difficult words and such as are not spelled phonetically are printed in bold, black-faced type to impress the pupil more deeply. Each lesson in Book One is illustrated by sentences or selections in which words are used and applied. As a conclusion sentences, selections, quotations and mottoes are added, which act as a material aid to the strength and utility

of the lesson preceding. Book Two contains words in common use, words used in business, new or difficult words, words used in different subjects, names of cities, Latin words and phrases, French words and phrases, abbreviations, simplified spelling. In this volume the meaning is given for each word used. This is quite a feature since spelling before knowing its meaning is useless.

All in all this series of spellers is very good. The pedagogic principles underlying its writing have been observed. Over and above this, new ideas have been introduced which ought not to be neglected. Thus common words used in play are introduced as an innovation which will hold the interest of every child.

By the Eternal.

A novel by Opie Read. Author of "The Son of the Swordmaker," "Turkey-Egg Griffin," "The Starbuck," "The Harkriders." Special illustrations. Beautifully bound in silk cloth, special cover design and frontispiece in colors, six half-tone illustrations. 303 pages. Price, \$1.50. Laird & Lee, Chicago, Ill.

Those who have in the past enjoyed the stories written by Opie Read will not fail to become interested in his latest.

The theme tends to the historical. General Andrew Jackson and the foundation of Nashville, Tennessee, serve as factors, while the hero in the story embodies in himself the best type of the young men of the Jackson period.

The plot is an interesting one, the characters are well drawn and the moral to be drawn is a wholesome one.

With his inimitable skill, Mr. Read has presented a more than usually interesting group of characters. Arabella—the very name reminds one of an old-fashioned rose-garden—Arabella, the widow, who could no more help yielding to feminine wiles than the sun can help shining; Mahone, the Irish philosopher and wit, whose difficult efforts at love-making convulse the reader with merriment—the gentle wife of the sturdy General, Mrs. Jackson, who daily read to her devoted husband from the Holy Book, are only a few characters that play important parts in this moving drama of life and action, of love and war.

MEDICAL INSPECTION IN MASSACHUSETTS.

The state legislature of Massachusetts has recently passed a law providing for the compulsory medical inspection of all public schools in the state. The new measure deserves especial attention in that it is the first law of its kind in the country.

Under the provisions of the new law the school committee of every city and town in the commonwealth must appoint school physicians—one for each public school within its borders—and provide them with all proper facilities for the performance of their duties. In cities where the board of health is already maintaining or shall in the future provide for medical inspection the school board is relieved of the duty and the board of health will have complete powers.

The school physicians when appointed shall make a prompt examination and diagnosis of all children referred to them, and shall, further, examine teachers, janitors and school buildings as in their opinion the protection of the health of the pupils may require.

The school authorities must refer to the school physician for examination every child returning to school without a certificate from the board of health after absence on account of illness or from unknown cause. Every child which shows signs of being in ill-health or of suffering from an infectious or contagious disease, unless at once excluded by the teacher, shall also be examined by the physician.

When any child is found to be suffering from any disease or defects, notice shall be sent to parents or guardian. When symptoms of smallpox, scarlet fever, measles, chicken-pox, tuberculosis, diphtheria or influenza, tonsillitis, whooping cough, mumps, scabies or trachoma are found present the child shall be sent home immediately, or as soon as a safe and proper conveyance can be found. Notice shall at once be sent to the board of health.

The school committee of every city and town is required to cause every child in the public schools to be separately and carefully tested and examined at least once in every school year, to ascertain whether he is suffering from defective sight or hearing, or from any other disability or defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results. The tests of sight and hearing shall be made by teachers. The committee shall require notice of any defect or disability requiring treatment to be sent to the parent or guardian of the child, and shall require a physical record of each child to be kept in such form as the state board of education shall prescribe.

All expense which a city or town may incur in providing for medical inspection shall not exceed the amount appropriated by the local government, and no indebtedness may be incurred by boards before securing such an appropriation.

The act took effect September 1st of the present year.

HUSBAND DECEIVED.

But Thanked His Wife Afterwards.

A man ought not to complain if his wife puts up a little job on him, when he finds out later that it was all on account of her love for him. Mighty few men would.

Sometimes a fellow gets so set in his habits that some sort of a ruse must be employed to get him to change, and if the habit, like excessive coffee drinking, is harmful, the end justifies the means—if not too severe. An Illinois woman says:

"My husband used coffee for 25 years, and almost every day.

"He had a sour stomach (dyspepsia) and a terrible pain across his kidneys a good deal of the time. This would often be so severe he could not straighten up. His complexion was a yellowish-brown color; the doctors said he had liver trouble.

"An awful headache would follow if he did not have his coffee at every meal, because he missed the drug.

"I tried to coax him to quit coffee, but he thought he could not do without it. Our little girl, 3 years old, sat by him at table and used to reach over and drink coffee from papa's cup. She got like her father—her kidneys began to trouble her.

"On account of the baby, I coaxed my husband to get a package of Postum. After the first time he drank it he had a headache and wanted his coffee. We had some coffee in the house, but I hid it and made Postum as strong as I could and he thought he was having his coffee and had no headaches.

"In one week after using Postum his color began to improve, his stomach got right, and the little girl's kidney trouble was soon all gone. My husband works hard, eats hearty and has no stomach or kidney trouble any more. After he had used Postum a month, without knowing it, I brought out the coffee. He told me to throw it away." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a reason."

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Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

College Entrance Requirements Committee.

Question: Can you give me the names of the members of the committee appointed to determine the list of books recommended for uniform college entrance requirements?—W. W. Robertson, Oklahoma City, Okla.

Answer: The members of the committee in the English courses are:

From the New England Association of Colleges and Preparatory Schools: Professor Mary A. Jordan, Smith college, Northampton, Mass.; Principal H. G. Buehler, Hotchkiss school, Lakeville, Conn.; Principal William T. Peck, Classical High school, Providence, R. I.

From the Association of Colleges and Preparatory schools of the Middle States and Maryland: Professor Francis Hovey Stoddard, New York university, New York City (chairman); Principal Wilson Farrand, Newark academy, Newark, N. J. (secretary); Professor Franklin T. Baker, Teachers' college, New York City.

From the North Central Association of Colleges and Preparatory Schools: Professor Fred N. Scott, University of Michigan, Ann Arbor, Mich.; Professor Martin V. Sampson, Indiana university, Bloomington, Ind.; Professor George R. Carpenter, Columbia university, New York City, proxy for Principal C. W. French, Hyde Park High school, Chicago, Ill.

From the Southern Association of Colleges and Preparatory Schools: Professor C. W. Kent, University of Virginia, Charlottesville, Va.; Professor W. P. Trent, Columbia university, New York City; Professor J. B. Henne-man, University of the South, Seawee, Tenn.

We are indebted for this information to Hon. Elmer Ellsworth Brown, United States commissioner of Education.

Rural School Plans.

Question: I am compelled to secure plans for a new schoolhouse to replace one in the county recently burned down, and we want to get "the best" we can find. Can you give us an idea of where we can find cuts to show the best thing in a one-room school for the rural school site? We want some variation from the "box car" pattern. An early reply will be greatly appreciated.—E. J. Hook, Superintendent Winneshiek County, Decorah, Ia.

Answer: An excellent article on rural schools, showing a variety of elevations and several plans, may be found in the School Board Journal for March, 1906. Another illustrated article appeared in June, 1905; numerous plans may be found scattered through the files.

Among other recent publications on rural school buildings in which plans and elevations appear may be noted the following pamphlets:

Conditions and Needs of Iowa Rural Schools, issued by Hon. John F. Riggs, Des Moines, Ia.

Rural Schoolhouse Plans and Specifications, issued by the State Department of Public Instruction, Lincoln, Neb. (very good).

School Buildings, Bulletin No. 66, University of Texas, Austin, Tex.

Plans for Public Schoolhouses. Prepared for Hon. J. Y. Joyner, State Superintendent of Public Instruction, Raleigh, N. C.

Most, if not all of the publications named above may be obtained free by addressing the persons who issued them. If you desire a book that will give you the essentials of a model rural school, we would suggest that you secure a copy of Bruce's "School Architecture." The new edition, we believe, is the best and most complete book on school architecture published.

SPECIAL STUDIES.

Milwaukee, Wis. Instruction in the Polish language is desired in several localities in the city in place of German. The city attorney has given an opinion that there is no legal obstacle in the way of making the change and the board is likely to introduce the new study.

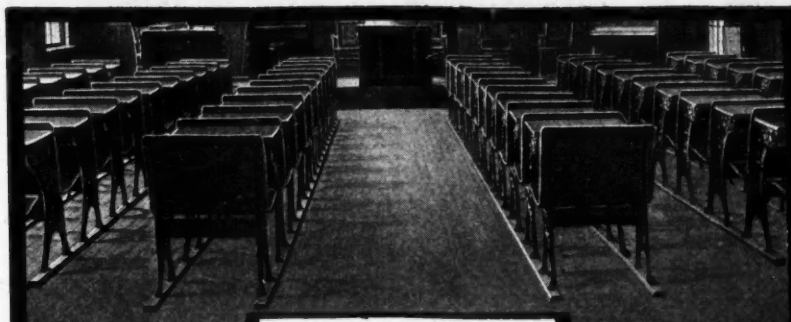
Boston, Mass. Shorthand and typewriting have been made optional studies in the commercial high school. It was first proposed to discontinue them altogether, but public sentiment prevailed upon the board to retain them.

"There is nothing that touches humanity on as many sides—to develop, to intensify and to modify—as music," says Miss Elizabeth Caster-ton, supervisor of music, Bay City, Mich. "A proper adjustment of the school curriculum calls for a recognition of the spirit, purposes and interests that music has in common with other branches. A close relationship between music and each of the other branches would enhance the value of both. This correlation should be only such as exists in the very nature of the subjects.

"The subjects that offer the most immediate opportunity for correlation are nature study, geography, history (including biography), and literature.

"Nature study and music should start hand-in-hand in the kindergarten, and continue throughout the school course. The songs should be planned as the nature work is planned, according to the season, and should relate to the various phenomena of nature as they appear.

"In connection with geography or history, what could be more interesting than a few folk or national songs of the country being studied? Side by side with the political history of a country runs collateral music, dealing with the home life, science, ethics, history, literature, or some one of the many things that go to make up its general civilization. So a song properly studied should give to the child interest and in-



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

When it is considered how much dust is constantly being raised by shuffling feet, it becomes necessary that, in order to correct the dust evil in our schools, we must use some means whereby the dust will be prevented from circulating. It has been proved that wherever

STANDARD Floor Dressing



is used the amount of circulating dust is reduced eleven-twelfths. What a boon this must be to teachers and scholars. Irritation of eyes and physical discomfort are not the most serious consequences of dust: Dust is one of the most potent factors in the spread of diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and others too numerous to mention.

Standard Floor Dressing also preserves the flooring, reduces labor, and saves its cost many times over. Will not evaporate. Sold by the barrel or in cans of varying capacity by dealers generally.

Patent Standard Oiler makes process of application easy and economical. We will apply without charge Standard Floor Dressing to the floor of one room so that you can personally see that all we claim for it is true. Testimonials and interesting reports from medical authorities on "Dust and its Dangers" gladly furnished upon request.

STANDARD OIL COMPANY

formation in regard to some one of the many features of a nation's life."

A DANGER AVERTED.

The recent scientific investigations made to determine the serious extent of disease contagion caused by the circulating dust in our schools and public buildings of all kinds has conclusively shown that the greatest danger from dust exists in rooms where the floors are neglected.

For instance: The air in rooms treated with a preparation to prevent the circulation of dust was found to be nearly *twelve times purer* than that in rooms not so treated. The value of this discovery will be recognized when it is remembered that dust conveys germs of diseases such as tuberculosis, typhoid fever, Asiatic cholera, erysipelas, diphtheria, yellow fever, pneumonia, and many others.

It is most gratifying to know that the health conditions in our schools and other buildings can be so greatly improved, and too much credit can not be given the floor preparation by means of which dust dangers can be averted.

Standard Floor Dressing is being used everywhere—in schools, stores, places of amusement, and in public buildings of all kinds. Merchants are delighted at the saving it effects in keeping goods free from dust. It preserves the flooring, reduces labor and saves its cost many times over. Three or four applications a year give best results. Patent Standard Oiler makes process of application easy and economical. Sold everywhere in cans and barrels of varying capacity.

NO.1

NO.2

NO.3

FINE XMAS STATIONERY

To introduce our fine Initial Stationery we make this special offer: Mail us \$1.00, mentioning initial desired, and we will send to you by express a Beautiful Box of Stationery containing 50 Sheets (with envelopes), assorted sizes, paper stamped and illuminated in five different combinations. State choice of design, No. 1, 2 or 3. Boxes daintily packed for gift-giving purposes. If not satisfied, money refunded. Our helpful booklet "Facts and Hints" is free for the asking. Address, Stationery Dept., BUNDE & UPMAYER CO., Jewelers, 71-75 Wisconsin Street, Milwaukee, Wis.



TEXT BOOK ADOPTIONS.

Continued from page 14

The following cities of the middle west have testified to the merits of Berry's Writing books by adopting them: Waterloo and Beacon, Ia.; Coleraine, Rochester, Wells and Long Prairie, Minnesota; Saint Paris, Ohio; Iron River, Depere, Rio, Richland Center Training School, Wisconsin; Deadwood, South Dakota; Western Springs, Dalton Station, Illinois.

Houston, Tex. The slant writing system will replace the vertical.

Auburn, N. Y. Skinner's "Selections for Memorizing," Silver, Burdett & Co., adopted for the elementary schools.

Springfield, O. Pike township has introduced the following new books: Natural Advanced geography, Mother Tongue language books and McGuffey's speller.

Watertown, S. D. Augsburg's system of drawing, published by the Educational Publishing Company, has been introduced in the schools.

Evidence of the merits of Isaac Pitman's Shorthand as a practical and reliable system, is found in the numerous schools now adopting this system. Isaac Pitman & Sons, New York, announce the introduction of their new text "Short Course in Shorthand" into the following schools: High schools at New York City, Elizabeth, N. J.; Westwood, N. J.; Rutherford, N. J.; Norristown, N. J.; Bloomfield, N. J.; Lyons, N. Y.; Saco, Me.; Waterbury, Conn.; Aberdeen, Wash.

Also Euclid School, Brooklyn; Preparatory school, New York City; Central Branch Y. M. C. A., Brooklyn; Metropolitan Business College, Ottawa, Canada; Bryant & Stratton Business College at Montreal, Canada; McLachlan Business University, Grand Rapids, Mich.; School of Shorthand, Dubuque, Ia.; Business College, Holyoke, Mass.; Y. M. C. A., Springfield, Ohio; De La Salle College, Havana, Cuba; Kansas State Normal School, Emporia; Technical School, Montreal, Canada; English College, Santiago de Cuba.

TEXT BOOK NEWS.

Texas. Probable legislation with reference to state adoption of text books is being discussed by educational authorities and publishers. It will be necessary for the next legislature to re-enact the text book law in order that the state may continue under a uniform adoption, as the present contracts will expire after the session but before the succeeding legislature meets. Because of this fact the text book law will be a feature of the next session.

Opposition to the idea of state adoption has entirely disappeared, or those who oppose it have not come out openly.

Under the last two adoptions cities of 10,000 inhabitants and over have been exempted from the provisions of the law and allowed to select their own school books. There is some question as to whether a change will be made, though few believe that the law would be extended to cover these large places. However, quite a few patrons of the city schools have insisted on having the text books adopted by the state. The expert school men, however, say that owing to the long term and higher and more thorough work carried on in the modern city schools the text books in use under state adoption would not permit of this advanced study.

A new proposition in connection with the

city school adoption is that the text book law be made local option to those places and if the patrons of the school desire state books adopted the question be submitted to a vote of the patrons. In this way the patrons would be in a position to say what books shall be used in their schools, instead of city boards, as at present.

Mr. J. T. George has written a book on commercial studies for the rural and graded schools in Illinois. He has opened an office at Dixon, Ill.

There is this difference between a man and a rabbit, writes W. J. Long in "Peter Rabbit's Briar Patch Philosophy" (Ginn & Co., Boston): The rabbit lives in a briar patch, and his philosophy makes his little world a good place; the man lives in an excellent world, and by his philosophy generally makes it over into the worst kind of a briar patch, either for himself or for his neighbors.

Columbus, O. The board of education has received a report from its committee on text books that there is an unfair prejudice against the Bennett Latin grammar which was recently displaced by the Allen & Greenough book. Allyn & Bacon, publishers of Bennett's grammar, complained that their book had been unjustly treated. The committee reported that the teachers almost unanimously preferred the Allen & Greenough book.

Canton, O. The school board officials speak enthusiastically of the free text book system which is in use in the public schools. The pupils take better care of the books than they did under the old plan.

Row, Peterson & Company, Chicago, have just issued a new text book on agriculture. Superintendent J. A. Hazelwood of Jefferson county, Wisconsin, and Principal K. L. Hatch of Waterloo, Wis., are the authors.

To save time and transportation charges for their patrons, the Sadler-Rowe Company, Baltimore, maintain thirteen depositories in different parts of the country. In each a full line of the firm's publications is carried. All orders are filled promptly. Following is the full list of depositories: James B. Wilson Co., 106-108 Fulton street, New York City; Edward E. Babb & Co., 25 Arch street, Boston, Mass.; A. C. McClurg & Co., 215 Wabash avenue, Chicago, Ill.; The Robert Clark Co., 14-16 East Fourth street, Cincinnati, O.; Southern School Book Depository, 140 Whitehall street, Atlanta, Ga.; Texas Drug Co., Dallas, Tex.; Jones' Book Store, 226-228 West First street, Los Angeles, Cal.; Keeler & Hinckley, Lion House, Salt Lake City, Utah; Omaha News Co., Fifteenth and Davenport streets,

Lessons in Commercial Geography

For use in connection with

Maury's Complete Geography

These lessons provide for a continual review of the parts of geography previously studied that have a bearing on production and trade.

A complete course in commercial geography is published as a supplement in a revised edition of Maury's Complete Geography.

This edition contains new and revised maps, a complete index, statistical tables, production diagrams, trade and industrial maps, and complete machinery for the study of this subject with the least loss of time and energy on the part of both pupils and teachers.

UNIVERSITY PUBLISHING CO.

27 and 29 West Twenty-third Street

NEW YORK CITY

Omaha, Neb.; Witaker & Ray Co., 723 Market street, San Francisco, Cal.; South-West News Co., 41 East Ninth street, Kansas City, Mo.; Friends' Book Association, Fifteenth and Race streets, Philadelphia, Pa., and C. W. Barden, 406 South Franklin street, Syracuse, N. Y.

The fall publication of Little, Brown & Company include fifty-four books, all issued in September or October. Of these, eight are school books and twenty-three are juvenile books suitable for school libraries. Ten of the firm's older books were reissued in November in handsome new editions. This house now has about thirty books on its new text book list, which was started two years ago.

The Sadler-Rowe Company, Baltimore, have issued a booklet of information for teachers to accompany "Miss Smith's Typewriting Lessons."

Rock Island, Ill. Milliken & Gale's First Book in Physics adopted for the high school.

Hoboken, N. J. The following books have been placed on the list of text books for the high school: Hart's Essentials of United States History, Bennett's Latin Grammar, Bennett's Virgil's Aeneid and D'Ooge's Latin for Sight Reading.

St. Louis, Mo. The board of education has authorized the purchase of these text books for the high schools: "Les Enfants Patriotes," Bruno; "Jeanne d'Arc," Lamartine, D. C. Heath & Co., Boston; "American Government,"

OUTLINES OF ENGLISH AND AMERICAN LITERATURE

By J. H. GILMORE, Ph. D., of the University of Rochester.

A Book that meets the present requirements in teaching Literature. For advanced High School or first year College work. Price, 75 cts. Specimen pages mailed on request. We also publish Question books on Geography, Arithmetic, Grammar and History. Write for Catalogue.

SCRANTON, WETMORE & CO.

ROCHESTER, N. Y.

LATEST EDUCATIONAL BOOKS

LITERATURE

Page's Chief American Poets	\$1.75
Tappan's England's and America's Literature	1.20

LANGUAGE

Webster's Elements of Grammar and Composition55
The Webster-Cooley Two-Book Course in Language, Grammar, and Composition Book I .45 Book II .60	

HISTORY

Leacock's Elements of Political Science	1.75
Tappan's American Hero Stories55

HOUGHTON, MIFFLIN & CO.
BOSTON, NEW YORK, CHICAGO

Ashley, The Macmillan Co., New York.

Rational Typewriting, published by the Gregg Publishing Co., Chicago, has been adopted for use in the high schools of Cleveland, O.

Gregg Shorthand has been adopted in the high schools of Long Beach, Cal.

Worcester, Mass. The school committee has adopted Hawkes' Advanced Algebra, Ginn & Co., for use in the high schools. Reed's Primary Speller, Maynard, Merrill & Co., Primary Number Manual, D. C. Heath & Co., were placed on the list of supplementary books for the graded schools.

Schenectady, N. Y. Gordy's American History, published by Charles Scribner's Sons, has been adopted provisionally by the school board as a text book for the grade schools. In doing so an agreement was effected between the text book committee and the publishing house by which the latter will send 600 books on approval. These are to be used by the pupils for one year, and if found satisfactory will be paid for. Each pupil will, on receiving the book, deposit 60 cents with the principal of the school he attends, to be held until the end of the school year. If the books are not satisfactory they will be returned to the publishers, at their expense, and the money refunded to the pupils.

Newport, R. I. Adopted, Sacred Songs, No. 13, Silver Song Series, published by Silver, Burdett & Co., and Introductory French Prose Composition.

Providence, R. I. Adopted, Higgins' Lessons in Physics and Milliken & Gale's First Course in Physics, displacing Avery's Elementary Physics.

The autumn list of the trade department of Ginn & Company, Boston, has some attractive titles. Mr. William J. Long, whose "Northern Trails" was the popular outdoor book of last autumn, has written in "Brier-Patch Philosophy" from what may seem a new view-point, but which in reality is only a general justification of his views in regard to the moral and intellectual development of the animal world. He has chosen a very happy way of proving his contentions, for in this new volume Peter Rabbit of the Brier-Patch expounds to Mr. Long his philosophy of men and their manners and by concrete examples makes out a strong case against his scientific investigators and detractors. To those who have found their own world to be something of a Brier-Patch the Rabbit dedicates his little book of cheerful philosophy and the spirit of the invitation to the tangled underbrush whence to view the world is admirably caught by Mr. Charles Copeland, whose illustrations are singularly successful. His colored frontispiece of Peter Rabbit himself is exceptionally clever. 300 pages, \$1.50 net.

Miss Caroline Burnite, director of the children's work in the Cleveland public library, believes that the stories that were favorites in

the days of our mothers and grandmothers still have a charm for children and that romance ought not to be crowded out by "nature books." She has cited Grace Greenwood's "Stories from Famous Ballads," and Mr. E. H. Garrett has contributed a frontispiece in colors and full-page illustrations for each story. This is a beautiful gift book. 50 cents net.

A new book that is sure to attract attention in these days of athletics and physical culture is "Physical Education," by Dr. Dudley A. Sargent, director of the Hemenway Gymnasium, Harvard university. The book covers historically the progress of physical education and the obstacles it has had to overcome to reach its present development. Dr. Sargent makes an interesting statement in regard to games. He says "North America has originated little in the way of physical exercises, excepting possibly the games of lacrosse which was played by the Indians, and the game known as "bean bag," invented by Dr. Dio Lewis." As the result of Dr. Sargent's efforts during the twenty-five years for the benefit of man physically his book will be of great interest. \$1.50 net.

Among Country Schools.

By O. J. Kern, Superintendent of Schools, Winnebago county, Ill. 12 mo., cloth, 366 pages. Illustrated. List price, \$1.25. Ginn & Company, Boston, New York, Chicago, London.

With the improvement and perfection of farm implements, with the introduction of modern methods in agriculture, with new means of transportation and better roads, and above all with the careful scientific research work of the universities, the American people are slowly coming to a realization of the fact that intensive rather than extensive farming will become the watchword of the day. The change is already in progress. In the more densely populated districts of the country, where the value of land has risen to stupendous proportions and where the cost of living is very high, the practice of getting the most out of the smallest amount of land, rather than attempting to cultivate the widest possible area, is in vogue.

But such general prosperity and advance of agricultural interests means a concentrated movement for better rural schools. A desire for improved educational facilities is felt by

TWO IMPORTANT BOOKS

AGRICULTURE for BEGINNERS

By Professors Burkett, Stevens
and Hill.

Adopted for use in the
public schools of six
States, and in a large
number of State read-
ing circles.

Some Opinions of Teachers

"The introduction of this book will be the beginning of the most important movement in our rural schools in the last decade."

"We have studied it with interest and enthusiasm from start to finish."

"A sensible effort to direct nature study towards positive things of economic value."

"It is fresh, original and up-to-date."

AMONG COUNTRY SCHOOLS

By O. J. Kern, Superintendent
of Winnebago County
Schools, Illinois.

A guide to the education
of the farm child through the
medium of his own farm life.

In the training of children and the development of character, no greater opportunity can be offered than that now presented to the teacher of the country school.

Some of the chapter-titles, indicating the suggestions given in this distinctly novel treatise are

The Rights of the Country Child

**Outdoor Art — Beautifying
School Grounds**

Indoor Art and Decoration

A Farmer Boy's Experiment Club

**The Country School and the
Farmer's Institute**

GINN & COMPANY, Publishers

Boston
Oakland

New York
Atlanta

Chicago
Dallas

London
Columbus

a few leaders, the demand is made, and response is heard from the entire population.

We have long needed a statement of the conditions among country schools as they are today. This task seems to have fallen to O. J. Kern, Superintendent of Schools, Winnebago county, Ill. In a most interesting volume, entitled "Among Country Schools," he has given us a popular description of conditions as they are in the county under his jurisdiction. It is neither a scientific treatise on education, nor a book on agriculture. It is intended to act as a suggestive agency for teacher and school officer who are striving for the spiritualization of country life through the medium of the country school.

The value of the work is evident from some of the chapter headings. The Country Child's Rights, The Outdoor Art Movement, School Gardens, Art for the Country Child, The Work of the Farmer Boys' Experiment Club, Educational Excursions, The New Agriculture and the Country School, Consolidation, The Training of Teachers for the Country School.

The illustrations of the book cannot be passed over in silence. All are half-tone engravings reproduced from photographs taken on scenes described in the book. The old and the new are contrasted. The modern methods in practice are graphically shown. Thus, information is obtained which the poverty of language could never convey.

Boonville, Ind. The study of German has been added to the high school curriculum. Out of a class of thirty-five, only ten pupils have chosen the study, the remainder preferring Latin.

General Physical Weakness

When the brain becomes fatigued and dull, the nerves irritable and unstrung, or the digestion and appetite impaired, it will almost always be found that the body is deficient in the natural phosphates.

HORSFORD'S Acid Phosphate

A scientific and carefully prepared preparation of the phosphates, restores to the system the deficient elements so essential to sound bodily health.

An Ideal Tonic in Nervous Disorders

If your druggist can't supply you, send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for sample bottle, postage paid.

He Raised Them.

In a certain Ohio town the public school pupils were requested to bring vegetables, fruits and flowers which they had raised themselves, at home. One small boy, who probably did not fully understand the conditions of the exhibit, or else is gifted to a precocious degree with Yankee wit, when asked if he "raised" the excellent display of peaches brought by him, replied by inquiring if "to raise" did not mean to lift up. An affirmative answer brought back the retort, "Well, I picked every one of them up myself."

A school teacher was trying to impress upon a scholar's mind that Columbus discovered America in 1492. "Now, John," he said, "I will tell you the date in rhyme, so that you won't forget it. 'In fourteen hundred and ninety-two Columbus sailed the ocean blue.' Now, can you remember that, John?" "Yes," replied John. Next day the teacher said, "John, when did Columbus discover America?" "In fourteen hundred and ninety-three Columbus sailed the dark blue sea."



Modern Excuses.

Visitor—Why aren't you teaching school this year?

Miss Ex-Teacher—Oh, the school board was acting too independent to suit me, so I quit.

Allerdings.

Gauslehrer: „Zwei und zwei machen stets vier, das ist doch sonnenklar.“

Arthur: „Nicht immer, Herr Doktor.“

Gauslehrer: „So, Du Naseweis? Wie so denn nicht?“

Arthur: „Wenn sie nebeneinander stehen machen sie zweiundzwanzig!“

Schoolboy Blunders.

Here are a few mistakes made by English school boys in their examination papers:

Teacher's dictation: "His choler rose to such a height that passion well-nigh choked him."

Pupil's reproduction: "His collar rose to such a height that fashion well-nigh choked him."

"Political economy is the science which teaches us to get the greatest benefit with the least possible amount of honest labor."

"The sun never sets on British possessions because the sun sets in the west and our colonies are in the north and east."

"Blood consists of two sorts of corkscrews—red corkscrews and white corkscrews."

"A Job's comforter is a thing you give babies to soothe them."

"In the United States people are put to death by elocution."

Question—"Define the first person." Answer—"Adam."

A professor of natural history, who was delivering a lecture to his class on the rhinoceros, noticed that the attention of the students was wandering. "Gentlemen," he said sternly, "if you expect to realize the remarkably hideous nature of this beast you must keep your eyes fixed on me."

Arithmetical.

"Yes," said the old mathematician with a gleam in his eyes, "I've always looked at it that way. Marriage is addition; when the little ones come it's multiplication; when dissension looms up to cloud the horizon of their happiness it's division; and when the final parting comes it's subtraction!"

"And how about divorce?" asked the listener. "Oh, I guess that would come under the denomination of fractions!"

The Unexpected Answer.

The teacher called the bright boy up to her desk. "Now, Homer," she said, "can you tell the class why Paul Revere was so successful in his ride?"

"Because he didn't start in an automobile," responded the bright boy.

Primer Lesson.

See the spelling boom?

It is a large boom.

Who started the boom?

President Roosevelt.

Why did President Roosevelt start the spelling boom?

Possibly, he didn't have anything to do that day.

"AS the beginning gives a bias to the whole after development, so the early beginnings of education are of most importance." —Froebel.

Now if this great man was alive to-day, he would without a doubt recommend and use the Beginners' pencil. It is as its name implies, made expressly for Beginners. It is half an inch in diameter and contains a large soft lead suitable for easy writing. It will not tire the muscles of the child's hand, and it rests the hand of the teacher. Its generous size will appeal to all whether teachers of drawing or writing.

Send two cents in stamps and a sample will be mailed you.

Joseph Dixon Crucible Co.

JERSEY CITY, N. J.



Chicago Autocracy Falls.

First Teacher—Hear the news?

Second Teacher—No; what?

First Teacher—The school board is going to grant us a constitutional school government.

Get It Done.

An intelligent looking boy walked into a grocer's shop the other day, and, reading from a paper, said:

"I want six pounds of sugar, at 6½ cents a pound."

"Yes," said the shopman, "that will be 39 cents."

"Eleven pounds of rice, at 6 cents a pound."

"Sixty-six cents."

"Four pounds of tea, at 50 cents a pound."

"Two dollars."

And so he continued: "Five pounds of coffee, at 25 cents; seven tins of milk, at 10 cents; four tins of tomatoes, at 9 cents, and eight tins of sardines, at 15 cents."

The shopman made out the bill and handed it to the lad, saying: "Did your mother send the money or does she want them entered?"

"My mother didn't send me at all," said the boy, seizing hold of the bill. "It's my arithmetic lesson, and I had to get it done somehow."

Teacher—Now, 'Rastus, what is longitude?
'Rastus—De stripes on de melon.

Of Interest to You

The Scott-Southworth Lessons in English, Books One and Two, were on May 14 adopted by a Commission of experts for exclusive use in all the public schools in Indiana. The adoption is for ten years, and bids were offered upon fourteen different series. Correspondence earnestly solicited.

Chicago BENJ. H. SANBORN & CO., BOSTON New York

Judson and Bender's GRADED LITERATURE READERS.

Reed and Kellogg's LESSONS IN ENGLISH.

Hutchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY

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CHICAGO.

FORBIDS SECRET SOCIETIES.

The Board of Education of Pueblo, Colorado, in a communication addressed to students, teachers and parents, forbids secret organizations among high school students. It says:

"Following are some of the chief objections to secret fraternities in high schools:

1. They are undemocratic and not in keeping with the spirit of American public schools.
2. They foster clannishness, snobbery, and false social distinctions.
3. They distract the pupil's attention and unfit him for good school work.
4. They lead to social dissipation, to waste of valuable time and talents, and often to serious strain upon health.
5. They divide the school into small factions and thus exclude general organization for the social and intellectual welfare of all students.
6. In the distribution of offices, honors and favors, in which students have a voice, they often prevent the recognition of real merit by uniting to favor their own members.
7. They often attempt to dictate the policy of the school, to secure special favors for their organizations, to nullify rules unfavorable to them, and to shield their members from just punishments.
8. They tend to expense, extravagance, rivalry and foolish display.
9. They destroy school spirit by placing the welfare of the societies above that of the school.
10. Because of the immaturity of high school students and the secrecy of these organizations, evil practices often arise and character is undermined.
11. The selection of members often engenders bitterness, hatred, and jealousy, and affords opportunity for personal revenges and petty spites.
12. Pupils are often deterred from entering the high school or continuing therein because of the arbitrary social distinctions established by fraternities.

It is not claimed that all these evils have manifested themselves seriously in the Centennial high school. Indeed it is admitted that the fraternities in our school have been conducted with much more judgment and discretion than has characterized such organizations elsewhere. It is, however, the unanimous opinion of the board of education, the superintendent, the principal and the faculty of the high school, all of whose names are hereunto attached, that such organizations are detrimental to the intellectual, social, and moral interests of our high school. We, therefore, earnestly recommend:

1. That the fraternities themselves shall make no further initiations.
2. That hereafter high school students shall refrain from organizing or joining secret fraternities.

3. That parents shall not permit their young people to join such organizations.

We believe that both students and parents will recognize the wisdom of these recommendations and that by voluntarily concurring in them they will peaceably accomplish what has been brought about in other cities by arbitrary and forcible methods."

TEACHERS' PENSIONS.

The pension fund of the New York city teachers is in a flourishing condition, according to a report just prepared by the board of education. On January 1, 1905, the surplus in the pension fund amounted to \$893,049.86. During the year this was increased by one per cent. contributions, deductions from teachers' salaries, excise taxes, interest, etc., to the amount of \$651,860.35. The pensions paid during the year amounted to \$530,970.33, leaving a balance on January 1, 1906, of \$1,012,939.88. Of this sum \$800,000 are, by law, set aside as a permanent fund.

Philadelphia, Pa. A plan for a permanent teachers' retirement fund has been drawn up and accepted by the board of education. The plan provides for the appointment of a board of management, consisting of the president of the board of education, two members of the board chosen by that body, one member of the department of superintendence, chosen by the teachers, and one teacher. A contribution will be made by the board each year and each teacher of more than ten years' service will give two per cent. of her salary, and each teacher of less than ten years' standing one per cent. Full annuities will be \$400 and \$800; partial annuities proportionate to the number of years the teacher has served, may also be granted. To receive an annuity a teacher must have served twenty years in the public schools and must have contributed to the fund an amount equal to twenty five yearly assessments, although at the discretion of the retirement board teachers mentally or physically incapacitated may be retired on full annuity.



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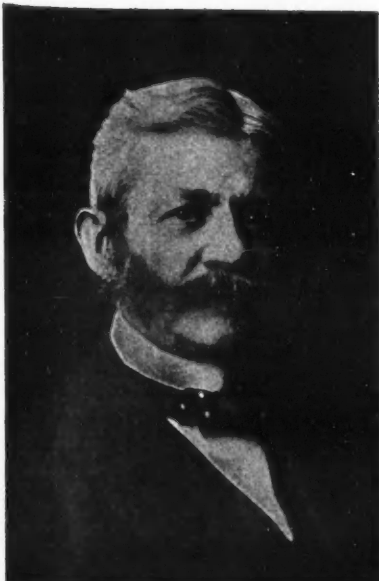
Deserved Recognition.

"The Little Chronicle" of Chicago has received further important recognition. The Milwaukee Board of School Directors, acting on the recommendation of a Committee of Principals appointed by Superintendent Pearse to aid in the selection of supplementary reading, has passed a resolution authorizing its elective use, and permitting principals to allow the formation of clubs among the pupils for this purpose. "The Little Chronicle" has been in use in Minneapolis and St. Paul on this plan for a number of years with most gratifying results. The idea of a news journal especially written for children and correlated with school work is a valuable one and we are pleased to note its growing recognition in practical school work.

Traverse City, Mich. School savings banks have been introduced in the public schools upon recommendation of the superintendent. The leading bank in the community has been chosen as the depository.

Cleveland, O. Superintendent W. H. Elson has made several changes in the course of study tending to combine and simplify studies. Drawing and manual training have been merged in the lower grades; history and geography have been combined into one study, while German has been eliminated altogether.

The aim is to strengthen and concentrate the energies of the children on reading, writing and arithmetic.



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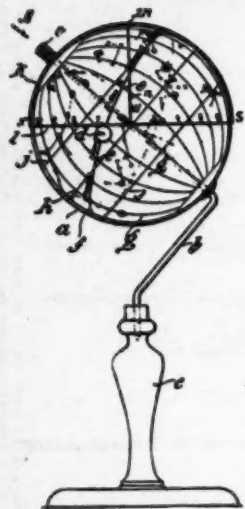
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M. C. HOLDEN, Sec'y.



RECENT PATENTS.

Celestial Globe. Franz Malina, Vienna, Austria-Hungary.



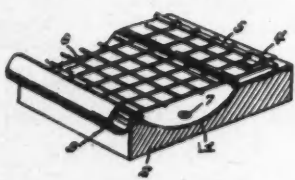
A celestial globe, an axis upon which said globe is rotatably mounted, the surface of said globe having division-lines thereon lying in planes passing longitudinally through said axis, the surface of said globe also having a line intersecting said first-mentioned lines and representing the plane of the ecliptic, a knob adapted to be arranged at any one of the points of intersection of said lines and representing the sun, a transparent cap arranged rotatable around the axis of the globe and the edge of which corresponds to the horizon of the place where the globe is used, means for indicating the points of the compass on said cap and means for indicating the hours of the day on said cap, substantially as described and for the purpose set forth.

Educational Appliance. Samuel G. Greenwood, Oshkosh, Wis.



In an educational device, the combination with a frame, of a set of slats carried thereby, a complete map formed on said slats, a second set of slats carried by the frame and movable with respect to the first slats for being moved in front of or in rear of the first-mentioned slats, and an outline-map on said second set of slats corresponding to the complete map of the first-mentioned set of slats.

Chalk-Dust Collector. Judson O. Leslie and James W. Baldwin, Ottawa, Ill.



The combination with a blackboard-ledge; of an attachment comprising a shield, a plate integral therewith and extending into and

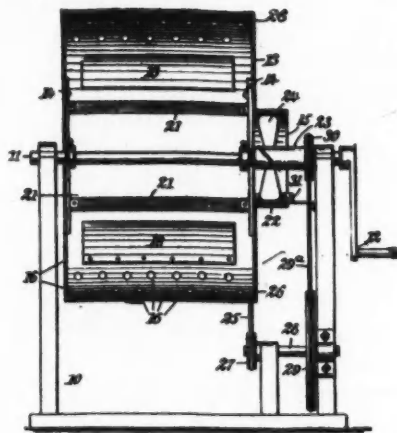
secured to the ledge, a metallic fabric permanently connected to the plate and extending thereover and over the ledge, said fabric having a roll at one edge bearing upon the ledge and adapted to be unwound.

Inkstand. Frank M. Ashley, New York, N. Y.



An inkstand having a supporting-flange at its top adapted to fit a desk as set forth and having a main reservoir open at the top and a contracted depression in its base, the combined depth of the reservoir and depression being less than the length of a commercial pen, and wings projecting from the body and serving as a base for the stand; substantially as described.

Apparatus for Cleaning Erasers. Robert W. Shannon and Arthur G. Milligan, New Lexington, Ohio.



In a cleaning apparatus, the combination with a main shaft, of a drum fixed thereto and having inlet and outlet openings, an agitating device in the drum, a sleeve surrounding the shaft, a fan carried by the sleeve and being situated adjacent to one of the openings, a movable frame, a counter-shaft journaled in the frame, gearing connecting the sleeve and counter-shaft, a roll carried by the counter-shaft and contacting with the drum, and a spring acting to force the roll toward the drum.

St. Louis, Mo. Following supplies and equipment have been secured for the schools: 100 manual training benches from F. E. Schoenberg Manufacturing Company, St. Louis; projection apparatus for Teachers' College from Bausch & Lomb Optical Co.

Mr. R. R. Johnson, manufacturer of Johnson's Window Shade Adjusters, reports an apparent awakening in the south of the value of proper lighting and ventilation of school rooms. During the past month numerous orders for window shade adjusters have

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been received from the south, among them for the new Barnard Street school at Savannah, Ga., and for the new school at Tampa, Fla.

The Eagle Pencil Company has just placed on the market a new penholder display consisting of one-quarter gross assorted and popular styles of penholders, all highly enameled sticks, and all in yellow polish.

Davenport, Ia. Contract for gymnasium apparatus has been awarded to Fred Medart, St. Louis.

Beaumont, Tex. The school board supplies composition books, writing blocks and pencils to the pupils at cost.

Rockford, Ill. Clerk of school board has been instructed to receive bids for desks and counters for the new high school.

Henderson, Ky. Supt. Livingston McCartney has been authorized to purchase 125 desks.

The Peerless Maps now published by C. W. Bardeen, Syracuse, N. Y., have the exclusive approval of the Educational Department for the rural schools of the state of New York. They are being sold by Mr. Bardeen in connection with his regular school supply business.

Mt. Vernon, O. Contract for desks in a new school building at South Vernon has been awarded to the American Seating Company.

The Wabash, Indiana, plant of the American Seating Company is to be closed. The manufacture of desks will be centralized in Chicago where the firm has its headquarters.

The University of Illinois has purchased another McIntosh Improved College Bench Lantern which will be placed in the College of Literature and Arts at the University.

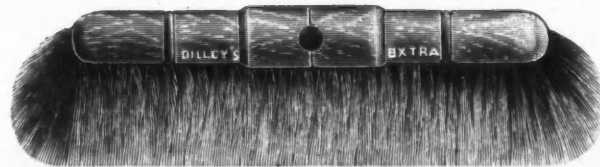
The McIntosh Stereopticon Company has just sent one of its instruments to Manila, P. I., for use in one of the schools.

Simpson College, Indianola, Ia., has recently been supplied with one of the Improved College Bench Lanterns manufactured by the McIntosh Stereopticon Company.

The Boards of Education of Morris, Minn., Superior, Wis., and Beatrice, Nebr., have furnished their schools with the McIntosh projection apparatus.

Hammond, Ind. The study of commercial law has been added to the business course in the high school.

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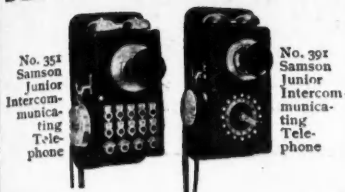
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A SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION.

The growing need for artisan training in this country has led a number of gentlemen connected with the trades and with technical schools to plan the formation of a society to promote Industrial Education.

The preliminary announcements of such an organization are now out, signed by:

Milton P. Higgins, Norton Emery Wheel Company, Worcester; C. R. Richards, Teachers' College, Columbia University; Henry S. Pritchett, President, Massachusetts Institute of Technology; M. W. Alexander, General Electric Company; James P. Haney, Director of Manual Training, New York City; Robert A. Woods, Director South End House, Boston; Leslie W. Miller, Principal Pennsylvania Museum and School of Industrial Art, Philadelphia; J. Ernest G. Yalden, Superintendent Baron de Hirsch Trade School, New York City; Charles L. Warner, Principal Technical High School, Springfield, Mass.; James P. Monroe, Monroe Felt and Paper Co., Boston; Arthur A. Hammerschlag, Director Carnegie Technical Schools, Pittsburgh; Louis Rouillion, Director Franklin Union, Boston; Henry Bruere, Secretary Bureau of City Betterment, Citizen' Union of the City of New York.

Steps are being taken to hold a large meeting in November in Cooper Union, New York City. Prominent speakers have already been secured and the new society will be launched at that time.

Promises of its hearty support have already been received from over one hundred well known manufacturers, school men and publicists representing some forty different states.

TEACHERS' SALARIES.

Harrisburg, Pa. The teachers will receive slightly more than \$15,000 in their salaries than they did last year. This sum constitutes, in great part, the advances made for experience and the pay of additional teachers. The monthly pay roll aggregates more than \$14,000 per month.

Flanagan, Ill. A new system has been adopted by the school board to make the scholars account for being absent or tardy. An excuse signed by parent or guardian must be brought immediately after absence or no credit on recitations will be allowed until the excuse is forthcoming.

Minneapolis, Minn. An increased tax levy has been requested for the school fund, so that the salaries of the teachers might be raised. The sum of \$35,000 will be required to raise the maximum limit to \$800.

New York. The women teachers in the public schools have launched a campaign for equal pay with the men teachers. The movement was begun last spring but active steps were not taken until last month.

Under the present schedules a woman teacher starts on \$600 a year. After eleven years' service, by taking examinations, she may obtain \$1,440. If she teaches boys' classes she receives a yearly bonus of \$60. The men start at \$900 and after eleven years of service they may by taking examinations obtain \$2,440. The women are trying to correct this discrepancy.

Racine, Wis. The pay of substitute teachers has been raised from \$1.50 per day to \$2.50.

The average annual increase in higher education throws open nearly 1,000 new places a year in colleges and universities for teachers, says former United States Commissioner of Education Harris in his last annual report. There were in 1890, 7,918 professors and instructors in the colleges and universities of the United States, not counting the professional schools. In 1903 the number had risen to 20,887. The secondary schools were taught by 16,329 teachers in 1890, and in



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1903 by 33,795. This increase gave 17,466 new positions in thirteen years for teachers in public and private high schools.

The teachers' profession offers, in the elementary and high schools, and the office of superintendent, the following positions:

Sixteen thousand and fifteen at \$600 to \$700; 11,064 at \$700 to \$800; 8,664 at \$500 to \$900; 4,424 at \$900 to \$1,000; 2,539 at \$1,000 to \$1,100; 1,486 at \$1,100 to \$1,200; 2,825 at \$1,200 to \$1,300; 1,166 at \$1,300 to \$1,400; 861 at \$1,400 to \$1,500; 766 at \$1,500 to \$1,600; 1,005 at \$1,600 to \$1,700; 227 at \$1,700 to \$1,800; 361 at \$1,800 to \$1,900; 233 at \$1,900 to \$2,000, and 1,918 at \$2,000 or over. This is a total of 53,554 positions. There are 14,193 positions paying from \$500 to \$600, while 17,728 pay under \$500.

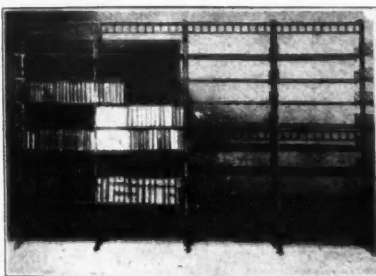
Adding the positions in colleges and universities, 20,887, there are a total of 74,441 positions paying \$600 or over. There are 26,475 positions that pay \$800 or upward, which, with the college positions, make 47,362.

Missouri. During the past eight years the average salary of teachers in Missouri increased 23 per cent., from \$303 to \$372. The average rate of levy for school purposes has increased 38 per cent., from 47 cents on the \$100 assessed valuation to 65 cents.

Minneapolis, Minn. The agitation which the teachers have conducted for nearly a year will result in a slight increase in their salaries. The sum of \$20,000 has been included in the budget, for a raise of the salaries, but as there are more than 1,000 teachers employed in the schools the increase will only net each \$20 per year.

Laird & Lee, Chicago, report an unusual demand for the following editions of their dictionaries: Library edition, High School edition, Students' Common School edition, Intermediate School edition and Elementary School edition. The orders for the past month have been most gratifying.

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New Schools

ARKANSAS.

Hot Springs—Propose to erect \$100,000 high school. Plans are requested. Eldorado—High school is in course of construction. Searcy—A new high school is to be erected to cost \$8,000.

CALIFORNIA.

Salinas—High school will be repaired according to plans made by Archt. W. H. Weeks, Watsonville. Los Angeles—2-story, 8-room school is being erected. \$30,000 high school will be erected. Plans and specifications for the new 8-room school to be erected at the corner of Loretto avenue and Arroyo Seco street have been prepared by Archt. J. W. Krause. Residents of Eagle Rock valley voted unanimously in favor of an issue of \$10,000 bonds for a new school. San Francisco—Archts. Stone & Smith have plans for State Normal school. Auburn—High school is being erected. Chico—The contracts for the construction of the Alshorpe, Sacramento avenue and Chico Vecino school buildings have been awarded. An addition will be built to the Bidwell school. Sacramento—\$150,000 high school is in course of construction. Vallejo—High school will be erected. Sierra Madre—Acht. C. H. Brown prepared plans for a 5-room school. Dolgeville—Acht. A. C. Smith has plans for a 2-story, 8-room school. Bakersfield—School is in course of construction. Fullerton—High school will be erected according to plans prepared by Archts. Hunt & Eager, Los Angeles.

COLORADO.

Colorado Springs—Voted to issue \$25,000 bonds for the erection of a 4-room addition to the Steele school and a 2-room addition to the Ivywild school. Plans for the additions have been drawn by Archts. MacLaren & Thomas. Bayfield—4-room school will be erected. Denver—Acht. W. Dryden has prepared plans for new Grant school.

CONNECTICUT.

Norwalk—The plans of Archt. Wilson Potter, New York City, N. Y., for a high school have been approved. Approximate cost, \$100,000. New Britain—Plans for 20-room school have been prepared by Archts. Brown & Von Beren, New Haven; estimated cost, \$70,000. Watertown—Plans of Archts. Griggs & Hunt, Waterbury, for new school have been accepted; cost, \$16,000. Torrington—School will be erected. Waterbury—Acht. Asheim submitted plans for a 6-room addition to the new high school.

DISTRICT OF COLUMBIA.

Washington—Archts. Carrere & Hastings, 28 E. Forty-first street, New York City, are preparing plans for the administration building for the Carnegie Institution to be erected at southeast corner of Sixteenth and P. streets, N. W. Site has been purchased for new school.

GEORGIA.

Statham—2-story brick school will be built. Rome—School will be erected. Waycross—\$12,500 school will be erected.

IDAHO.

Moscow—Archts. J. E. Tourtellotte & Co., Boise and Lewiston, Ida., have prepared plans for the administrative building for the University of Idaho.

ILLINOIS.

Ferdinand—Acht. Frank J. Schlotter, Evansville, Ind., is preparing plans for a school and assembly

building for the St. Ferdinand congregation; cost, \$10,000. Joliet—Acht. C. L. Wallace has prepared plans for a 1-story school for the Kroatian congregation, Rev. Fr. George Violech. West Aurora—2-story, \$15,000 grammar school will be erected according to plans of Archts. Patton & Miller, Chicago. Peoria—Acht. John H. Zimmer has been employed to make plans for an addition to the Jefferson school. Plans for the contemplated new high school in the lower end of the city have been completed. Rockford—Addition to high school is being erected. Pekin—Plans of Archt. John Zimmer adopted for 2-room addition to high school. South Chicago—Plans for the Bowen Manual Training and high school have been drawn by Archt. Dwight H. Perkins; cost, \$400,000. Chicago—D. H. Perkins, architect for the board of education, has finished plans for a 3-story school to be known as the Washington school; cost, \$175,000. Also plans for additions to be made to the Patrick Henry school at the southwest corner of Eberly and West Cullom avenues; cost, \$125,000.

INDIANA.

Williamsport—1-room frame school will be built in district No. 2. Huntington—Archts. Griffith & Fair, Ft. Wayne, have prepared plans for a 2-story, 5-room school. Richmond—Archts. Patton & Miller, Chicago, are preparing plans for a college building for Earlham College. Marion—School is being erected. South Bend—Architect Freyermuth is preparing plans for the new Kaley school. New Albany—\$20,000 high school for colored students will be erected. Elkhart—School will be erected; estimated cost, \$35,000 to \$50,000. Otterbein—Two new schools will be erected, one in district No. 8, the other in district No. 10.

INDIAN TERRITORY.

Talihina—Plans have been made for a \$5,000 school. Address Secretary, School Board. Pauls Valley—Two new school buildings are in course of construction. Ardmore—Schools are being erected in the Second and Fourth wards. Antlers—Will issue \$8,000 bonds for new school.

IOWA.

East Moline—Archts. Whitsitt & Drury have prepared plans for a school to be erected at Fourth street and Third avenue. Slater—An addition will be built to school. Oskaloosa—\$10,000 was raised for a new gymnasium to be erected at Penn college. Lewis—School will be erected in sub-district No. 9.

KANSAS.

McDonald—School will be erected. Hutchinson—Bonds to the amount of \$52,500 voted for additions to five school buildings.

KENTUCKY.

Lexington—The plans of Archt. H. L. Rowe, for the new \$30,000 Normal School building for State College, were accepted.

LOUISIANA.

Lake Providence—Will issue \$30,000 in bonds for the erection of a high school. New Orleans—School will be erected in Algiers according to plans made by Archts. Andry & Bendenagel. McDonoughville—School will be erected according to plans prepared by Archts. Favrot & Livandals, Ltd. St. Bernard—The erection of five school buildings is contemplated by the Parish board. \$10,000 are to be appropriated. Lafayette—A bond issue is proposed for new school. Garyville—Plans for the new school have been completed. Lafayette—Schools will be built in accordance with plans prepared by Archt. Andrew J. Bryan, New Orleans. New Orleans—Primary schools will be erected in the First and Fourth districts.

MAINE.

Bangor—Acht. W. E. Mansur drew plans for the new school to be erected on Larkin street.

MARYLAND.

Emmetsburg—Archts. Baldwin & Pennington, Baltimore, have completed plans for a seminary building to be built at Mt. St. Mary's College; cost, \$100,000. Baltimore—A loan of \$1,000,000 has been authorized by the Legislature for the purchasing of land and the building of schools. Baltimore—Archts. Archer & Allen have plans for two large buildings to be erected for the Maryland School for the Blind.

MASSACHUSETTS.

Salem—Acht. Wm. G. Rantoul of Andrews, Jacques & Rantoul, Boston, has been chosen to prepare plans

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KANSAS CITY

for the new high school which will be built at a cost of \$300,000. Cotuit—High school will be erected. Haverhill—Plans prepared by Archt. C. Willis Damon for a 4-room addition to the Wingate school have been accepted; cost, \$20,000. Oxford—School will be erected. Boston—The school committee has instructed the Schoolhouse Commission to erect a new high school of commerce. Barrowsville—School is being erected. New Bedford—Plans have been submitted for the new high school. Lowell—The issue of \$50,000 of school bonds is being considered.

MICHIGAN.

Muskegon Heights—Acht. T. Kremer, Muskegon, has prepared plans for a 2-story school. Shelby—Acht. T. Kremer, Muskegon, has prepared plans for a 1-story school. Adrian—Archts. Bradley & Allen, Ft. Wayne, Ind., will prepare plans for a high school; cost, \$50,000. Menominee—Acht. Hubert Lemieux is preparing plans for a 2-story school. Ishpeming—High school will be erected according to plans prepared by Archt. John D. Chubb, Chicago, Ill. Detroit—Two 15-room schools will be erected. Big Rapids—Acht. W. E. N. Hunter, Detroit, is preparing plans for an addition to the high school. St. Johns—Archts. White & Hussey have prepared plans for a brick addition to school. Grosse Pointe—4-room addition will be built to school. Jackson—Acht. Field has prepared plans of new school. Ironwood—Manual training school will be built. Harbor Springs—Acht. E. H. Mead has drawn plans for a school to be erected in district No. 2. Ripley—Decided to raise \$25,000 in bonds for building and equipping a new school. River Rouge—10-room school will be built. Houghton—Acht. H. T. Liebert has prepared plans for a 4-room stone school to be erected at Franklin Mine location for school district No. 5.

MINNESOTA.

Goodhue—Archts. Johnson & Nelson, Red Wing, have completed plans for a 2-story school. Bovey—Acht. J. J. Wagenstein has prepared plans for new school. Chisholm—Sold \$15,000 school building bonds. Leota—School will be erected.

MISSISSIPPI.

Amory—An issue of \$14,000 of school building bonds has been authorized by the city council. Pass Christian—2-story and basement school will be built.

MISSOURI.

St. Louis—Acht. Leonard Haeger has made plans for a school for the board of education of Wellston school district; cost, \$17,000. Archt. Otto J. Boehmer has plans for a school and hall for St. Jacob's congregation; cost, \$2,500. Springfield—Archts. Drischler & Elsner, St. Louis, are preparing preliminary plans for a Normal school for the state board of education; cost, \$350,000. Sedalia—Acht. Ed. A. Strong has plans for a 2-story parochial school for the Sacred Heart parish; cost, \$15,000. Liberty—Acht. E. J. Eckel, St. Joseph, is preparing plans for a 2-story college building for William Jewell College;

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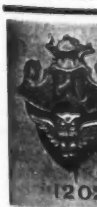
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SCHOOL

THIRD

cost, \$75,000. Columbia—Arch. Mrs. Lofan, Clayton, has prepared plans for a 3-story academy; cost, \$25,000. Address, architect. Alba—School will be built. Paris—2-story brick and stone school will be erected. St. Louis—Arch. Wm. B. Ittner has submitted plans for a 22-room and kindergarten school to be erected on Shenandoah avenue; cost, \$187,000. Also, for new Webster school, 22 rooms and kindergarten; cost, \$183,000. Marshall—Voted to build a \$50,000 high school. Kansas City—The new Morse school will be built at the northeast corner of Twenty-third and Charlotte streets; cost, \$73,000.

MONTANA.

Silver Bow—Arch. W. A. O'Brien has prepared plans for a 1-room school to be erected in district No. 1.

NEBRASKA.

Mason City—Arch. G. W. Ashby, Chicago, Ill., has prepared plans for a 2-story cement block school. Seward—School will be erected on college campus of Lutheran seminary. Lincoln—Will issue \$200,000 high school bonds.

NEW JERSEY.

Upper Montclair—Plans for the new State Normal school, prepared by State Arch. George Poole, have been adopted. Trenton—An addition will be built to the State School for Deaf at a cost of \$2,200. Montclair—\$27,000 school will be erected. Gloucester—Arch. Henry L. Reinhold is preparing plans for two brick schools.

NEW MEXICO.

Clayton—\$8,000 school will be built.

NEW YORK.

Albany—Archts. M. L. & H. G. Emery, New York City, have plans for a school for the St. Joseph's Society. Brockport—State architect G. L. Heins, Albany, has drawings and specifications for alterations at the State Normal school. Rotterdam—Archts. A. G. Lindley & Co., Schenectady, have plans for a school. Buffalo—Two portable schools are being erected. Binghamton—The plans of Archt. H. Sumner Gardner were accepted for a school building to cost \$50,000. Watertown—Contract for the new State street school has been let. New York—Arch. F. L. Robinson has prepared plans for school building for the Academy of the Sacred Heart; cost, \$40,000. Auburn—The board has selected Archt. S. E. Hillger, Auburn, and Archt. H. V. B. Magonigle, New York, to make plans for high school and grammar school improvements. Cost, \$125,000. Richmond Hill—Plans have been drawn for a 49-room school. Brockport—8-room grammar school will be erected.

NORTH CAROLINA.

Raleigh—\$16,000 high school will be erected according to plans prepared by Archt. C. E. Hartge. Asheville—The question of issuing \$30,000 of school bonds is being considered.

NORTH DAKOTA.

Bismarck—Two new schools will be erected.

OHIO.

Cincinnati—Arch. J. W. Stevens, St. Paul, Minn., will prepare plans for a high school; cost, \$500,000. Springfield—Arch. Robert C. Gotwald has made plans for a 3-story brick science hall for Wittenberg College, Prof. B. F. Prince; cost, \$60,000. Delaware—Archts. Marriott & Allen, Columbus, have been selected to prepare plans for a 2-story press brick industrial school; cost, \$10,000. Houston—School will be erected. Bloomville—Stone high school will be erected; cost, \$20,000. Crestline—\$30,000 high school will be built. Lorain—An election will be held to determine whether or not bonds will be issued in the sum of \$150,000 for the purpose of purchasing a site, furnishing and erecting a high school and manual training building. Cleveland—Arch. F. S. Barnum is revising the plans for a \$300,000 school. Elyria—Contemplate erecting a \$35,000 school. South Charleston—Arch. Frank L. Packard, Columbus, has plans for a 2-story, \$35,000 school. Greenville—Arch. Denis Dwyer prepared plans for a 2-story frame addition to school. Belpre—Arch. R. H. Adair, Parkersburg, W. Va., prepared plans for school. Columbus—The board of trustees of the Ohio State University have engaged Archt. George T. Mills, Toledo, to prepare plans and specifications for the agricultural building for the Ohio State University. Archt. W. T. Mills has plans for a 14-room school building and auditorium to be built at Selina. Youngstown—Building committee instructed to secure plans and specifications for a new school on the Palmer site. Napoleon—\$45,000 school is in course of construction. Cincinnati—Public school is to be erected on the corner of Kirby road, Hanfield and Florida avenues, at a cost of \$160,000. Columbus—West Side high school will be built at a cost of \$80,000. Nelsonville—High school will be erected in the near future. Nottingham—Voted to issue \$50,000 worth of bonds for the improvement of the high school. Cleveland—East End high school will be built at a cost of \$200,000.

OKLAHOMA.

Guymon—\$10,000 school is being erected. Alva—Arch. Lator, El Reno, has prepared plans for the new \$45,000 science hall and library building for the Northwestern Normal school. Hayward—School is nearing completion.

PENNSYLVANIA.

Philadelphia—Three-story, \$200,000 school will be erected at Second and Wolf streets. Hollidaysburg—Archts. Shollar & Hersh, Altoona, have made plans for a brick and stone school. Tyrone—Contemplate erecting a brick school to cost from \$25,000 to \$30,000. Camp Hill—Arch. J. Howard Lloyd, Harrisburg, prepared plans for a 2-story, 4-room school. Bellevue—

\$125,000 in bonds will be issued to build an addition to the new Third ward school and a new school in the Second ward. Philadelphia—\$40,000 high school will be built at Burlington and Monmouth streets. Pittsburgh—6-room brick and stone annex will be built to the Jackson school. Germantown—Arch. J. H. Cook has prepared plans for a public school to be erected at the corner of Green and Carpenter streets. Philadelphia—\$4,400,000 will be spent to erect new school buildings where needed and reconstruct and enlarge old ones. York City—A 10-room school will be built on Baptist avenue and Duke street, a portion of which will be used for manual training. Roxborough—Arch. J. H. Cook drew plans for alterations to the Levering school. Philadelphia—Arch. J. Horace Cook prepared plans for a new public school to be erected at Seventy-eighth street and Buist avenue, to be known as the Thomas Buchanan Read school.

RHODE ISLAND.

Providence—Vineyard street school will be altered according to plans drawn by Archts. Wm. R. Walker

& Sons. Archt. Clarence E. Burlingame has drawn plans for a school.

TENNESSEE.

Avondale—A school will be erected. Nashville—The issue of \$300,000 high school bonds is being considered.

TEXAS.

Eagle Pass—An election will be held before Dec. 1 for issuing \$30,000 of bonds for school building purposes. Rock Creek—Voted a special tax for the purpose of erecting a new school. Wichita Falls—An issue of \$8,500 of school building bonds has been voted. San Antonio—A \$50,000 addition will be built to St. Louis College. Fort Worth—An election will be held in Polytechnic Heights for the purpose of voting bonds to erect a new school. Preparations are being made for the establishment of a co-educational industrial school for colored youths, the school to be modeled after B. T. Washington's famous institution at Tuskegee, Ala. San Antonio—A free kindergarten will be erected on Pecos street, near Lakeview avenue.

UTAH.

Ogden—A school will be erected.

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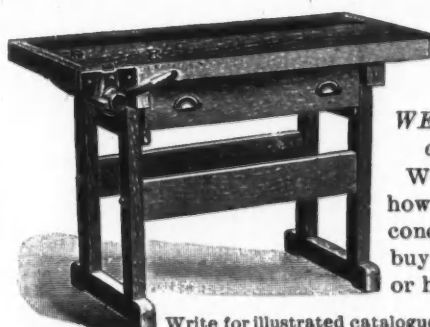


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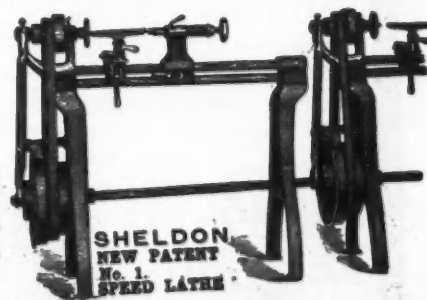


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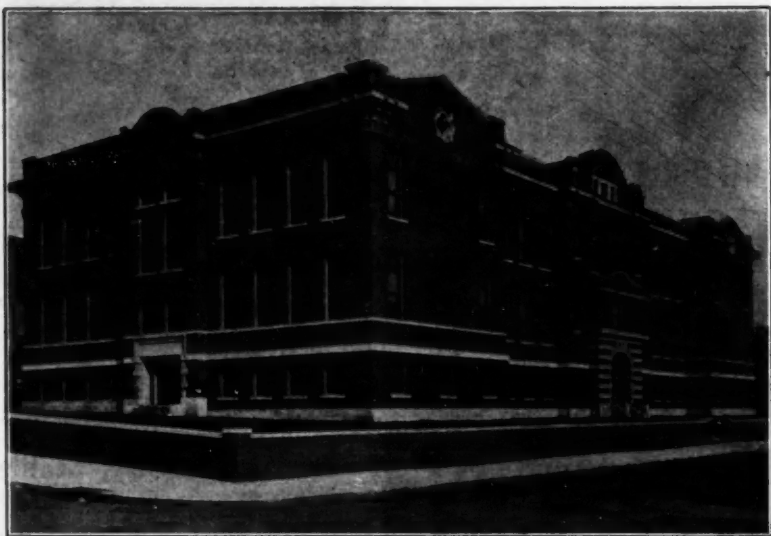
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MICHIGAN SCHOOL BOARD CONVENTION.

A successful convention of school board members of the state of Michigan was held at Battle Creek, October 26th and 27th, in connection with the State Teachers' Association Institute.

Mr. W. H. Brunson, chairman of the school board at St. Johns, presided, and Mr. W. C. Klumpp, Saginaw, acted as secretary.

Among the principal addresses delivered was that of Superintendent E. C. Warriner, urging a minimum salary law for the state. We print Mr. Warriner's paper in full on another page of this issue.

Hon. Lawton T. Hemans, of Mason, discussed the question, "Shall the Railroad Taxes be diverted from the Primary School Fund?" Mr. Hemans traced the origin of the various state educational funds and treated of the question of school taxes in general. He argued that the fund derived from the back taxes collected recently of the railroad corporations should not be diverted from the primary school fund.

In closing he said:

"To talk of education as a great economic necessity in these days is to talk of one of the elementary propositions of a free state. Education, while a matter of individual taste and well being, is likewise a matter of state concern and should continue to receive the revenues which have been so beneficial for the upbuilding of our system.

"The cost for instruction alone in the schools of the state last year was on the average \$6.39 per capita in the ungraded and \$9.34 per

capita in the graded schools and that too with a scale of wages far below the deserts of the army of men and women who constitute the instructing force. The increase in railway taxation, great as it is, will not add to or exceed fifty cents per capita to the annual apportionment to the primary school interest fund, and after that there is still a balance for the cost of instruction and the other expenses of educational work to make a levy sufficiently large to arouse the interest of the average taxpayer as to what is being done with the money. It is said that there are districts that are receiving much more money than they can use. This is true, but it is especially true that in the great majority of districts they are obtaining far less than they need. The difficulty then is not in the amount of the distribution but in the method of distribution. Herein is the question towards the solution of which attention should be directed. If money is to be contributed by the state for the purposes of primary education because primary education is a matter of state policy and concern, it should not be so distributed as to leave the parent and taxpayer burdened with direct tax in one district while he is relieved from it in another. A method can be devised whereby, through an increase in the size of the school districts or units, there will be a more nearly equal number of children of school age in the several districts and consequently a more equal distribution of the burden of educational cost, while at the same time the character of the instruction imparted and the results obtained will be immeasurably improved.

"This is the real question that today confronts us: How shall we equitably distribute the great revenues which a wise state policy has reserved to the purposes of primary education so as to make equal its benefits and leave equal its burdens. It is the newer and consequently poorer counties of Michigan that are drawing relatively the larger proportion of the primary school money. It is in such counties that in proportion to wealth there are the larger number of children of school age to draw the money. To divert such moneys to the support of the higher institutions of learning or for general state expenses is to place the extra burden upon shoulders that are least able to bear it. Let us not take from the ninety what they deserve because there are ten who have more than they need."

Mr. W. J. McBratney, Saginaw, read a paper urging that the school board section should be united with that of the superintendents. Mr. McBratney said in part:

"The superintendent is a member ex-officio of the school board. He attends its meetings,

keeps in touch with its proceedings and actions. Business which comes before the board pertaining directly to the operation of the school is usually taken care of upon recommendation or advice of the superintendent. He is held responsible by the board for keeping the schools up to the standard. He is expected to keep abreast of the times, grasp and present to the board for consideration any new ideas or methods in school work that he may deem beneficial.

"School board members are usually men of affairs who give their time to the work with little or no remuneration and depend much upon the judgment of the superintendent. In the nature of things the office of superintendent is so related to the board that their interests become the same, and both should labor harmoniously for the best interests of the schools under their jurisdiction.

"The people at large hold the school board responsible for the proper conduct of the school. While the superintendent is a member ex-officio, the regular members are responsible for the man they have chosen to fill the place and are accountable in a measure for the conduct of his office. Principals and teachers are usually hired, transferred and retained in the service, changes of text books made, courses of study arranged upon his recommendation.

"Being closely in touch and directly interested in the success of the schools, the superintendent and the board should stand together in all things and endeavor to bring about better conditions for the institutions they represent."

For these reasons, he concluded, the two sections should unite, appoint committees on legislation, etc., and work in harmony for whatever promotes the welfare of the schools.

Up to the time for closing the forms of this issue of the Journal the names of the newly elected officers of the association could not be learned.

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